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HARVARD UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
MONROE C. GUTMAN

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ERRATUM: In resolution II passed by the Milan Congress, 1880, and published on page 522, the word *advantage* should read *disadvantage*. The resolution corrected is as follows:

## II.

This Congress, considering that the simultaneous use of speech and signs has the disadvantage of injuring speech, lip-reading, and precision of ideas, declares,

That the oral method ought to be preferred.

\* \* \* \* \*

# THE ASSOCIATION REVIEW

AN EDUCATIONAL MAGAZINE

PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE  
THE TEACHING OF SPEECH TO THE DEAF

EDITED BY

FRANK W. BOOTH

February, 1900

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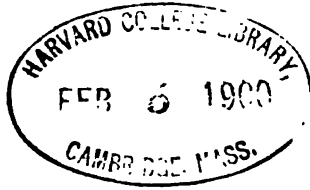
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The American Association to Promote the Teaching of Speech to the Deaf welcomes to its membership all persons who are interested in its work. Thus the privilege of membership is not restricted to teachers actively engaged in the instruction of deaf children, but is extended to include Directors or Trustees of schools for the deaf, parents or guardians of deaf children, the educated deaf themselves who wish to aid by the weight of their influence and by their co-operation the work that has done so much for them, and all other persons who may have had their hearts touched with a desire to show their interest and to help on the work.

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# THE ASSOCIATION REVIEW.

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## POSTULATES AND LAWS OF PEDAGOGY.\*

Pedagogy is the science of education. Education is the conscious direction which the more mature person gives to the growth of the less mature, that he may lead him into a larger enjoyment of the blessings of the physical environment and a fuller participation in the pleasures and duties of the social life. Pedagogy, like every other science, has its fundamental presuppositions or postulates. These constitute a philosophical background against which the structural details of the science must be seen. There are four such postulates in Pedagogy, having reference to *growth*, *materials*, *end*, and *guidance* respectively.

(1) POSTULATE OF GROWTH: *Man's life is a self-directed growth.* Each human being builds his own life, whether he does it well or ill. Nothing belongs to his life that it does not grow into itself; and all that it does grow into itself is permanently a part of it. This growth is continuous. Each day's life is built upon that which is past, and is in turn the foundation and the condition of that which is to come. Further, this growth is not limited to a particular stage of man's existence; it is progressive to "the very end." No man can completely stop his growth while he lives, though he may accelerate it, retard it, or warp it.

(2) POSTULATE OF MATERIALS: *The materials of man's growth are found in his physical and social environment.* All growth is by incorporating into the structure of the organism

\* An abstract of a lecture delivered before the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

materials taken from the environment. Man grows through experiences originating in the friction of his physical environment and in his intercourse with his fellowmen. He appropriates actively the materials of his normal development, psychologizing them into the very substance of his being itself.

(3) POSTULATE OF END: *There is a discoverable highest end toward which man's growth may be directed.* At each instant life consists in the reconstructing of experiences about an image center, that is, in a constructive building together of the whole of the life materials, previously accumulated and newly acquired, into an experience whose starting point and conditioning framework is an *image*. Life advances as a continuous growth by the progressive reconstructing of experiences about changing image centers. But there are higher images, as centers of larger and more extended experiences to which the minor experiences are contributing factors; and even life itself in its entirety, so far as it is rationally ordered, is one great experience with its image center or *ideal*. So civilization, as the life movement of the race, advances through its various stages as formal expression of more or less clearly conceived ideas; and whatever assistance society consciously gives to the individual in the development of his life is directed toward the realization of a type of manhood embodying "the highest good."

(4) POSTULATE OF GUIDANCE: *One person may intentionally guide and stimulate the growth of another.* Upon this postulate depends the whole theory of educational endeavor. Education is not merely development, however rich and full that development may be; it is *guided* development. This postulate of the intentional influencing of the growth of one person by another is in no sense antagonistic to the first postulate given above. The guidance of the spontaneous activities of another is not by abridging his self-direction—that is fundamentally impossible. But the materials of the growth may be so ordered as to secure a larger appropriation of such as contribute to development in a certain direction, and the organic form of the structure may be shaped by providing for and demanding particular modes of expression. Images may be suggested about which the successive

experiences may be developed ; and even the larger ideals of the life experiences may be biassed by the direct and intentional influence of a more mature leader.

There are four great facts in education, which may be given formal expression as the four principal *Laws of Pedagogy*. These laws, while valid in themselves as separate propositions, must be considered in the cosmic integrity of the science as a whole, and should be seen against the background of the postulates.

On the one side they are to be evaluated in their relation to the whole of human thought; on the other they must admit of practical expression in the rules of the art of *Teaching*. These four great laws may be called the *Law of Interest*, the *Law of Values*, the *Law of Guidance*, and the *Law of Participation*.

**LAW OF INTEREST:** *All educative material is interesting.* Our terms here need to be defined. By "educative material" is meant the facts of the environment as they may be used by the educator in directing the growth of his pupil. Whatever of circumstances, physical and spiritual, is available to the educator for influencing constructively the development of his pupils is his *educative material*. It is simply growth material that may be employed educatively. The law declares that to be *interesting* is a characteristic of all such materials. This carries with it the negative implication that *only interesting material is educative*. All attempts to instruct in knowledge or to discipline the mind by the use of materials that are not interesting must prove abortive. Knowledge is acquired in experiencing under the stimulation of normal interest; and no sugar-coating of "method of instruction" can be substituted for the natural conditions of this growing process. A teacher cannot "*create interest*" in a subject; but the subject is intrinsically interesting to the child when he finds it in concrete relation to his own life. A teacher can, however, discover interest and can then guide it and stimulate it. The determining of interest by the educator is essentially a question of the selection of subject matter. He must *find* that which is *between (interesse)* the child and the fuller self which he seeks to become.

**LAW OF VALUES:** *The educative value of materials depends*

*upon their relation to the unified whole of life.* It is evident that among educative materials, where all are interesting, that the interest must vary in intensity, breadth and permanence; so a comparison of materials as to their usefulness in education is possible. The common measure for this comparison is found in the relation which the materials bear to the integrity of life; that is, to the sum of all the life activities as they grow together in harmonious unity toward the highest good. The values of materials are proportionate to their contributions to this complex growth in its entirety. That which contributes most to symmetrical growth and most completely harmonizes with the full life purpose has the highest value. While the first law limits the teacher in his choice of subject matter to that which is interesting, this law demands discrimination in favor of *higher* interests, interests that are born of the whole of the life movement and that seek satisfaction in that which permanently enriches the whole.

**LAW OF GUIDANCE :** *Educative guidance is through suggestion and reaction.* Facts taken from the common consciousness become materials of growth for the individual only as they are experienced by him in the vital movement of his own being. A complete experience begins with the focussing of life about an image center, progresses through the organization of materials into the framework of the image, and eventuates in a definite expressive movement of the life process. The image which develops into an experience may be "communicated" by another person. All communication of knowledge from one person to another is by suggesting image centers for experiencing. Knowledge is an individual matter, and is never transferred *en masse* from one mind to another ; it is the creation of each mind out of its own materials. One communicates what he knows to another by touching his life at some point with a fact that is so related to that life as to be appropriated by it and used as a temporarily determining center. In addition to suggesting image centers the educator must provide for the completion of the experience in *expression*. The reaction upon the suggestion is not complete until it eventuates in motor discharge in



constructive expression. Life progresses both by increasing its volume through the acquisition of materials and by the continuous reshaping of its form through expression. This law is the heart of all pedagogical philosophy. Teaching is guiding by suggestion. The teacher touches the life of his pupils here and there with suggestive facts and aids in the constructive movement by providing the materials and the occasion for the completion in a motor discharge.

**LAW OF PARTICIPATION :** *All preparation for life is by participation in life.* Life is a growth, and the only preparation for any stage of it is found in the activities of the preceding stages. One stage prepares for another by furnishing the material basis and the motives for it. Each stage is a cross-section of the whole life current and is concerned solely with its own activities, acquiring materials and determining structure for its own purposes and use. Each new fact is built at once into the unity of its movement, and nothing is gathered that does not belong to its present. There is no "memory" granary in which knowledge may be "stored up for future use;" it must be *lived* in actual experiencing when acquired. The great fallacy of the educational world—as indeed also of the theological world—has been that of artificial preparation for a future state of existence. The present loses its significance and value in such attempted subordination to the future. All life prepares for life, and there is no preparation for life but life itself. He who would live tomorrow must live today richly and wisely—not today as *today* merely, but today as *a stage of the whole progressive life movement.*

In this effort to reproduce in brief the address made at Northampton, I feel the inadequacy of the statement of the great truths in which I am so much interested. It is believed that in these four laws we have the central principles of educational science. The conception of them raises the work of the teacher from that of a mere artisan preparing a structure for future use to that of an artist who sees his work in its vital relations to the larger whole of life. He must become an artist in *living* and in *directing* life.

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## THE USE AND ABUSE OF MEMORY IN EDUCATION.\*

Memory is a faculty on whose importance it may seem unnecessary to enlarge and impossible to insist too strongly in a theory of education, since it furnishes the only means for our profiting by past experience; the only basis for the operations of comparison and judgment.

Accordingly, we find it highly valued and diligently cultivated in the teaching of all schools. In general it is true of all schemes of literary education except the most advanced that the chief, if not almost the sole reliance for the student's progress is placed on the memory—and especially, the memory of words.

In the Moslem, the Chinese, and the indigenous Hindoo schools, almost the only test of scholarship is proficiency in the text of the classics, and in the scholastic ideal of education, which substantially prevailed among us until a very recent time, the memorizing of definitions and descriptions was the principal operation in the study of most of the prescribed branches of learning.

With the development of a theory of education which assigns to other powers of the mind a higher place—and unquestionably a place which is theirs by right—than belongs to memory, it is possible that the relative importance of this faculty may sometimes be overlooked, and that it may not be developed to the proper point and required to perform its proper task in the general work of education.

However this may be, while the general principles governing the action and the growth of this power have been so thoroughly worked out that they are, for the most part, almost truisms, and while in our modern physiologico-psychological

\* A paper read at the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

laboratories, the apparatus of scientific research is being used to determine a vast number of minor points in regard to the way in which the memory works under narrowly defined conditions, it would seem that the wider question of the part which, on the whole, this faculty is to take in the development of the mind has received less attention than might have been expected.

Without attempting so large a subject as this, it is the purpose of this paper to examine certain recognized methods of school-room work with reference to the well-known laws under which the memory acts, in order to judge how far the same are in accord with sound pedagogic principles.

With this view, I shall ask your indulgence in stating and illustrating some of these laws of memory, although they are, indeed, but commonplaces.

The memory, then, is, perhaps, of all the mental faculties, the one which most readily responds to culture in any given direction. It is well-known to all who have given any special attention to the subject that with a few weeks', or even a few days' diligent practice, one may increase notably his power to retain in mind lists of names, to commit to memory prose or poetical literature, either through the eye or through the ear, or to remember the fall of the cards in playing a hand of whist. So far as modern research has affected this well-established truth, it seems to be merely in showing that the increased power thus obtained is available only within very narrow limits, and is lost with much the same rapidity with which it is acquired. A French investigator tells us that a few days' study in memorizing from the works of Racine added some 40 per cent. to his power, but that on attempting the very different poetry of Victor Hugo, on which he had previously tested his memorizing power, he found no benefit from this practice. A short time, however, gave him added facility in memorizing, as in the first experiment. Returning to Racine, he found that he had fallen back to the point at which he had begun his first experiment.

Again, it is a matter of course that the tenacity with which an impression is retained depends largely on the degree of attention with which it was fixed on the mind. The various means

by which attention is secured are familiar to us all, but the one to which I would particularly refer is the keeping before the mind of the learner of the relation which the immediate object of study bears as a means to the attainment of a distinct and not too distant end.

In order that clear-cut and consequently lasting impressions may be received, it is important that the senses, through which, of course, all impressions are received, be trained to accuracy and delicacy in taking and reporting these impressions. It is unnecessary to speak of the marvellous possibilities which lie in this direction.

That memory is aided by association is another truth familiar to every one. A string of disconnected sentences is proverbially hard to remember—the great classic in this line being the wonderful production of Leigh Hunt ending with the words, “and the great Panjandrum himself, with the little round button on top.” Indeed, the only point by which we can hold even this sentence seems to be the association of the great Panjandrum with Chinese dignitaries by means of the button. No doubt the readiness with which men remember new facts pertaining to their own business is principally due to the myriad lines of association which these facts find ready formed to bind them to other and familiar facts.

As I have said, these principles are matters of common knowledge. The best monograph on the general subject of memory that I have read is, I believe, not a thesis for the degree of Doctor of Philosophy, but the chapter on “Learning the River” in Mark Twain’s “Life on the Mississippi.” But for the teacher’s use, as the immortal Bunsby may remind us, “the bearings lie in the application.”

Memory of disconnected details is a power sometimes possessed in an extraordinary degree by persons who show little or no mental gift above the average in any other direction. To a man without mental culture such a memory is almost, as Mark Twain says, “a curse.” But it is noticeable that most great men of action have had this power. Napoleon remembered literally everything; our leading statesmen never forget a face or a name;

current anecdotes of great financiers, lawyers, and business men credit them with a positive incapacity for forgetting.

Muscular movement, especially of a rhythmical kind, associated with the repetition of words, tends to assist the memory. Napoleon used to write out anything that he wished to keep permanently in mind, and then, at once, to destroy the paper. The dances which, among unlettered tribes, accompany the rehearsal of tribal records or the performance of religious rites, doubtless assist in the accurate repetition of the verbal forms in which they are preserved.

The phenomenon of "cramming," of rapidly acquiring facts and holding them for a brief time, for a definite purpose, is a curious one but not of special value to us as teachers of the deaf, except as a danger to be avoided. In some professions however, it serves a useful purpose, and it deserves careful study as a mental curiosity.

Artificial systems of mnemonics have been devised and confidently urged from classic times at least, but psychologists to-day agree with Cicero and Bacon in advising us at this point, like Dante in his gloomy journey, to "take a look and go on."

Let us now, in the cursory way which alone the limits of time will permit, make a few applications of the familiar principles at which we have glanced to the work of the school-room, as it may be seen to-day.

Take, for instance, the teaching of arithmetic. I have a text-book, bearing a respectable imprint, and not of very remote date, in which I find given as many as nine different rules, covering as many cases, in the subject of Interest alone. These rules are to be committed to memory, and when a problem arises the pupil is to determine mechanically under which of these nine cases it falls, is to recall the appropriate rule, and is to apply it. Surely this is throwing on the memory work which belongs to the reasoning faculty. And, while the memory can give storage only to a certain number of facts, the reason can deal more effectively with every new case submitted to it, the more frequently it has been called into action.

Again, not only is each of the four "ground rules" treated

as a subject independent of the others, while Fractions are relegated to a distant part of the book, but Decimals are divorced altogether from Notation and Numeration, and placed in the apparently more congenial neighborhood of Square- and Cube-root. Does not this seem like going out of the way in order to avoid forming associations between the different parts of the subject studied?

On the other hand I have seen in some of our schools the elements of number taught by giving the eager children a glimpse of one card and then another on which were different numbers of spots differently grouped, and allowing them to tell what they saw. Here we have training of the eye to rapid perception and the forming of associations of relation between the numbers as wholes and as component parts of large numbers. A class still undergoing drill in the relation of groups of small numbers may be familiarized with, e. g., a foot, as a unit of length, and may find pleasure and advantage in reducing their estimates of extension to somewhat accurate terms in this unit. They may be easily led by the wish for more accurate expression, to find a use and a ready comprehension for the more easily expressed fractions of this unit. A pound weight, passed around, "hefted" and balanced against an equal weight of some familiar substance, never fails to interest. The quantities of articles in use at the school or home, measured in these units, and the price of the same, form a completely inosculating net work of permanent associations.

Even the old-fashioned way of the dame-schools, in teaching the tables by a sing-song repetition in concert, has something in its favor. There is the help of rhythmic repetition, often involving other muscular activity than that of the organs of speech. The same qualified approval may be extended to similar methods applied to other elementary studies.

In the study of Geography, the antiquated methods, of which some of us are old enough to have been victims, illustrate very well at once the right way of training the memory to carry a burden, and the wrong way of selecting the load for the memory to carry.

The attention was fixed by the staring, crude colors of the wall-map, and the sing-song repetition of the boundaries and capitals secured the retention of the words thus gone over in the memory. But the facts memorized were not those of value for daily use, no new and helpful sense impressions were received, and no lines of interlinking association were formed.

Fortunately, those methods belong to the past exclusively and the modern methods which prevail everywhere avoid the faults of the older way and conform to the laws of the mind. Perhaps, however, more might yet be done in the way of bringing into convergence the several lines of teaching as to contour, precipitation, temperature-range, currents of air and water, soil and all the other conditions which determine the action of men, which is in my view the central point of interest in this most fascinating and important study.

A change has come over the methods and aim of History teaching, similar to those we have spoken of in the teaching of Geography.

No longer is the pupil's proficiency a mere question of accurate memorizing of dates, of the succession of monarchs and of the details of great battles, expressed in the exact words of the text-book. No longer is the standard question, "What happened next?" the dread of the recitation room. Clear conceptions of how the people lived and thought and of the personality of great men are generally recognized as forming the basis for the elementary study of the subject, and as preparing for the tracing of great social and political movements and the growth of institutions. Here again we see, first, closer attention secured by the presentation of the more interesting aspects of the subject, and again, the better retention of the facts assured by the establishing of ready association.

The study of language may seem to be the branch of education in which the function of memory is indisputably the greatest. Not only do we acquire individual words, their pronunciation and meaning, by the memory, but, to a greater extent than is generally realized, our conversation, our correspondence and our more formal and ambitious writing are merely the rearrange-

ment of phrases, sentences, turns of expression which memory furnishes to us, stereotyped into formulas which are so ready for our service that we fail to notice how, in great measure, we become their slaves. We see this in the case of the good wife who wrote to her soldier husband: "I take pen in hand to let you know that I have had the small pox—and hope you are enjoying the same blessing of God," but we do not notice the "tail" which, as the Latin poet sings, we "also carry," and which insinuates its delicate twist into the graceful turns of expression with which we adorn our speech or our writing.

Yet, even in acquiring a vocabulary, it is possible and desirable to depend, in great measure, on inference and comparison, rather than on recollection of definitions, for the meaning of words. A pupil of mine illustrated this very well, as I thought, a year or two ago, in telling me how he learned the meaning of the term "*fluer de-lys*," which he met in a novel of Dumas. "At first," he said, "I read that this man had a *fluer de-lys* on his shoulder, and I thought it might be something like a mole. Then I read in another place that he got it in the galleys, and I thought it must be a mark put on there with a branding-iron. Afterwards I read of property belonging to the king having the mark of the *fluer de-lys*, and I saw that it was the king's own mark and that it was put on the convicts to show that they were the royal property."

In fact, the learning of definitions of words, although so much relied on in most systems of acquiring foreign languages, is perhaps the least fruitful way in which the memory can be employed in language study. It is no more possible to give the whole meaning of a word by a definition, than it is to see all sides of a solid from one point of view.

The memorizing of phrases, sentences, brief connected stories, I believe to be a legitimate method of language teaching, but under certain restrictions. When the sentence can be made to develop itself as the means by which the pupil's new thought can be made clear to others, it will, by the principles above stated, easily impress itself on his memory. Any plan of teaching the language of common life by which such sentences can be made



to grow naturally out of the work in which the pupil is occupied will afford constant opportunities for such memorizing of language forms. One such plan was described by me at the Mount Airy meeting of the Association, as used in the New Jersey School for the Deaf.

But the memorizing of stories is likely to degenerate into abuse of the memory unless carefully guarded. If the sentences and the separate words, instead of being held to the mental image appropriate to them by the firm and immediate bond of personal experience or observation, are merely joined by a more or less vague recollection of definitions, or by a feebly grasped analogy of meanings, the pupil's attention is likely to be concentrated on the verbal forms, to the neglect of the meaning of the lesson.

Yet I hold it a profitable use of the memory to store it with noble thoughts nobly expressed, even in advance of the power to comprehend the language, provided the teaching tend to a constant growth toward the point at which the full meaning may be grasped. For it is characteristic of the greatest teachers that "the entrance of their words giveth light," even when only imperfectly apprehended, and that they reach and help those who can never fully comprehend them. One need not go far in a New England village (at least it was so in my boyhood) to find some illiterate person whose tongue seemed to have been touched with a live coal from the altar, by reason of familiarity with that noblest of books, the English Bible. So, too, no one can learn much of Shakespeare and remain a boor.

In the study of language, too, the cultivation of the sense of sight has a part to play. Depending, as the deaf must, in large measure,—those who are not orally taught, entirely so—on the sense of sight for the recollection of the proper arrangement of letters in a word, they should be so trained that they can at a glance take in an extent of written or printed surface and reproduce it as from a photograph on the retina. We all have something of this power; it is at times exerted without our volition, and it is beyond question capable of being cultivated. Some

teachers in different schools have, as I have observed, obtained quite noteworthy results in this direction, so that a long sentence or even a short story would be reproduced from print or writing by a pupil after a mere glance at it.

Finally, I would offer a suggestion which may or may not have any general value, as it is based only on observation of my own mental processes in the acquisition of language, and of information in other subjects through the means of language study. It is, that the formation of groups of words, connected by some association of meaning or through some interesting fact, serves to detain and add to the sum of one's knowledge many otherwise disconnected facts which may turn out to have a value when they find their proper place. To illustrate, you learn the Latin word *liber*, a book. You at once connect it with the English word *library*. Then you find that "book" is a secondary meaning, the word primarily signifying "the inner bark of a tree." Hence you infer the roll as the form of the primitive book, and you are confirmed when you find another word for book—*codex*, a block, a book opening from the back. And the diminutive "*libellus*" fixes in your mind the meaning of "*libel*" in law as being defamation spread, not orally but by means of graphic representation. When you learn that in German "*buch*" is both "book" and "beech tree," you think your previous discoveries confirmed. And you are pleased to find that buckwheat is not wheat for the male deer or rabbit, but a three-cornered grain like the nut of the beech, a conclusion in which your botany strengthens you, giving the Greek name of the beech as a part of the designation of this grain. When in your French exercises you find that the same grain is known as "*sarrasin*," the Saracen's grain, you connect with this all that is in mind as to the intellectual debt we owe to that meteoric race, in medicine, chemistry, mathematics, astronomy. You recall "*al-cohol*," the "*kohl*" or invigorating essence which the Eastern ladies use to brighten their eyes, algebra, Al debaram, al-chemy and so on. Or, following another derivation, you are reminded of the vast share in the world's commerce which rightfully belongs to Constantinople, since this

grain shipped from the Crimea became known to the west as dealt in at the (loosely so called) Saracen capital of the Eastern World.

Not to trespass further on your patience, I beg to forestall any criticism on this paper as at all an adequate theory of the subject treated of, but I trust that its few and fragmentary suggestions may point to lines in which progress may be made. .

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## RHYTHM AS AN AID TO VOICE TRAINING.\*

Shakespeare says, "The man that hath no music in himself and is not moved by concord of sweet sounds, is fit for treason, stratagem, and spoils."

We are not yet ready to speak of music in the education of the deaf, that is, music in the general acceptation of the term, but we know that the deaf are moved by concord of sounds, and it is with rhythm, that necessary element of music, that which goes to make up the concord of sounds, that my paper has to do.

Shakespeare must presuppose this sense of rhythm to be, to a greater or less degree, the natural inheritance of man, otherwise most of us are born to treason, stratagem, and spoils.

The student of Nature finds rhythmic movement in every department of her domain, in the waving field of grain, stirred by the gentle breeze, in the swaying of the graceful elm and the slender birch, in the quivering of the aspen, and in the rocking of the chestnut burr upon the bough.

Closely related to these movements are those which produce sounds akin to music, such as the sighing of the pines, the whistling of the March wind, and the falling of drops of water.

To the teacher of deaf children, all these "varying moods" of nature are so many suggestions of help for her pupils. Has not Mother Nature given to them an instinctive wish to express rhythmically the emotions, desires, and impulses common to humanity, and is it not the special privilege of those to whom the education and training of these children is entrusted to discover by what means these natural endowments may be developed and made of value in their lives?

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From the earliest period of conscious activity, the deaf infant shares the impulse of all children to make a noise, to beat upon resounding surfaces with his hands, his feet, his toys, or whatever he happens to hold. The pleasure in this is not due to sound, as we perceive it through the ear, but probably to the responding vibration of the table, or floor upon which the blows fall.

Very possibly the reason that mothers do not earlier discover the deafness of an infant is that they see no unlikeness in movements or actions to those of other little children.

Then when speech does not come and the mother recalls the thought that with crying and other inarticulate sounds she has not yet heard the "goo, goo," of babyhood, she begins to feel alarm for the condition of the little one. Just at this time our help should be given. We should utilize the child's inherited tendencies. Since nature herself has rhythmical movement and has endowed her children with a sense of rhythm, it is our duty to rouse and develop this sense, thus assisting nature in the work in which she is so handicapped.

Before we consider the means by which this may be accomplished, let us think of just what we wish to do for the child's speech: We want to help him to speak as nearly as possible as a hearing child speaks. To do this we must first study the differences which exist between the deaf and the hearing child in the matter of tones, modulations, and manner of speaking. One noticeable difference is that peculiarity resulting from constriction of the muscles controlling the organs of speech. This stricture prevents the free vibration of the vocal cords and also affects the quality of tone in its emission. Another difference is the lack of change of pitch, and still another the mechanical and often exaggerated movements of the mouth. One of the means of overcoming these difficulties is the development of the sense of rhythm.

In preparation for this, help the child to vary the noises he makes. Let him put his hand upon the case of a clock while it is striking, upon the throat of a dog when he is barking, upon the chest of a person when he is speaking or singing.

Encourage him to seek for objects which respond to vibrations delicate as well as strong, for those which show a succession of movements of varying lengths such as the guitar or other stringed instrument can give. Let him tap with his fingers, or with his feet beat out little exercises, following a pattern given by the teacher. Lead him to reproduce and originate similar exercises.

This is a pleasure, but it is more,—it is the awakening of a latent sense of rhythm and is the beginning of an appreciation of emphasis. It is working from within outward—from the thought to the expression of it. The simple vowel and consonant combinations such as par, pu, pu, or pu, par, pu, will be given with much greater ease and naturalness than if no previous work had been done to lead up to them. Another metrical exercise is that of stepping out the beats, as in dancing—a long gliding step for the long or accented beat, a short, light step for the unaccented beat.

This training gives definiteness of thought, and lays the foundation for accent in speech. It is not best to give the idea of accent as force applied to a certain syllable. Accent is rather the touch of the voice upon a certain vowel sound, and the idea of the degree of touch is best given by the thought of length. The vowel sound is not drawled, but is brought into prominence in a natural way.

Short steps for unaccented beats should be very light, thus preparing the way for the delicate, but definite, articulative action in giving an unaccented syllable. At this point introduce vocal exercises; give, also, ease in utterance by taking the thought of the child away from the action of the organs of speech. Greater correctness in articulation is also the result.

This illustrates the value of the point that Mackaye so strongly makes in his teaching—that the influence of psychic activity over physical action softens the texture of the muscles. So these exercises help to overcome constriction of muscles controlling the production of voice and speech. Little jingles may be repeated rhythmically. I have taken many of Mother Goose rhythms—Jack and Jill, Hickory, Dickory, Dock, etc. Follow-

ing these we have had the rhythmical reading of America; the Star Spangled Banner; Home, Sweet Home, and other songs familiar to every school-boy.

The length of the syllables was shown by lines and curves drawn under the words, or indicated by the movement of the hand.

Several years ago I obtained good results in getting differences of pitch by the use of a large pipe organ. The pupils placed their hands upon the wooden frame while certain chords were struck. One pupil whose voice, by mechanical devices, had never been made to vary but slightly, was helped by feeling the full, sustained vibrations of the organ to follow from middle C to E. The organ, however, failed to give the rhythm that is easily caught from the piano. This instrument has enabled us to obtain results which are evident in the rhythm of the habitual speech of the pupils, in the modulation of their voices, in the freedom of tone, and also in greater volume without the physical exertion that the pupil is liable to make when he receives the vibration from his teacher. The last selection which I took with the piano was a hymn, in long metre. A few changes were made to lower the pitch, and the voices blended well.

As all kept the rhythm perfectly, the effect was not unmusical.

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## ALL ALONG THE LINE.\*

The keynote of educational thought today is child study. No more may teachers follow blindly the traditions of the past. The drift of educational effort and the trend of educational progress are in the direction of keen insight and careful consideration of the child's mind and ways, and upon these are based the new methods, instead of their being, as formerly, the theories of men with more ingenuity than knowledge of childhood.

It is the glory of this kind of study that it includes of necessity, all classes of children,—the feeble-minded no less than the highly gifted; the blind child whose objective impressions are limited by the reach of his arm; and the deaf one whose world is limited by his range of vision.

The knowledge of each class throws light upon other classes. Horace Mann first declared the true status of the deaf. Before his day, the public regard classed them as peculiar "objects of charity, to be relegated to Asylums," and "for whose instruction," in Mrs. Bell's words, "strange and mysterious methods must be employed." Horace Mann first recognized the deaf child as an individual capable of the same kind and degree of education as any child, and he first set forth the idea of the co-ordination of his education with that of the hearing. How would his noble heart rejoice to see the fruit of his planting as shown in Department XVI of the N. E. A.

To him also is due the awakening of interest in oral teaching, which speedily resulted in its introduction into this country from Germany, where it had flourished for nearly half a century. The fatal mistake was made from the start, however, of trying to unite the two radically opposed systems of speech and sign language, and though resulting invariably in failure to the former, the combination is still maintained in many of our Institutions.

\* A paper read before Department XVI of the National Educational Association, at Los Angeles, Cal., July 12, 1899.



A few fallacies and misconceptions prevail concerning the deaf that I long to see corrected. First is that *bete noir* of signs, about which more words have been wasted than about any other educational topic, I am sure. The most oft repeated and specious claim of their advocates is that "signs are the natural language of the deaf," and therefore are superior to all other means of communication for them, entirely overlooking the fact that they are *no less natural to the hearing*, but are not for that reason, permitted to supersede speech. Every born baby—deaf or hearing equally—learns to "pat-a-cake," and to imitate the entrancing pantomime of the ten little piggies told off on the rosy toe-tips, long before he can speak a word. To deaf children are signs just as natural as to hearing children, but no more so.

The deaf child also laughs and cries audibly, and expresses its baby emotions in the same inarticulate cooing and babbling as does the hearing baby, until he reaches the age when the latter begins to imitate the speech of those about him, when he continues to make meaningless and inarticulate sounds because of not hearing those about him. This causing him to appear less intelligent than he is, his mother begins to suppress these vocal utterances and to substitute signs for speech, and soon the fatal habit of silence is formed and the pernicious practice of pantomime is confirmed. The continued use of signs, after the natural period for them has passed, is the result of assiduous cultivation, and is, moreover, a distinct injury to the child, by retarding his mental growth and his acquirement of speech.

Another fallacy, repeated often by those who ought to know better, is that speech is not natural to the deaf child, but, at best, only a mechanical and artificial acquirement. The truth is that deaf children are no more naturally speechless than are hearing children. Both are alike born incapable of speech until it is taught to them. The hearing child acquires it (after some two years or so of natural mental preparation) unconsciously by imitation of the sounds he hears others use to express their thoughts.

Deaf children do not indeed gain what has been aptly termed "the unspeakable gift of speech," by nature's own process of unconscious acquirement, but yet are they undeniably aided by "the cumulative inheritance of a thousand generations of ancestors" who have employed this means of communicating their thoughts. They have an undoubted constitutional tendency toward speech. A special organ and a set of muscles is set apart for them to utilize in this manner. The deaf child differs not at all from the hearing child, save only that his instinct and native aptitude cannot serve him without intelligent help at the right stage.

One out of every fifteen hundred of the children of the United States is born deaf, it is said, but it is only the ignorance, or neglect of their friends, that renders them dumb. All children are alike born without the power of speech. The hearing child learns it "naturally," we say. So, too, does the deaf child learn it naturally, if we but give him the chance of which some untoward accident has deprived him. There exists in deaf children as in hearing children, the nerves and muscles connected with the organs of speech, and the use of these means of cerebral stimulation in deaf children results in a higher mental development than could otherwise be attained.

Sir Richard Burton, the famous traveler, tells of finding somewhere in the ends of the earth where no gleam of civilization had penetrated, a people of lowest type, who could not communicate with each other in the dark, but lighted blazing fires in their huts at night, before which they exchanged such limited ideas as they possessed, using the identical "natural" signs, no doubt, that are so eloquently extolled, and so sedulously cultivated in the great institutions of our land at the present day.

And natural are they, no doubt, to the infants of the race, as to those of the civilized family, but they belong alone to the period of infancy. As well might you keep the sturdy youth in swaddling clothes as confine him—deaf or otherwise—to the sign language.

There is a natural age for signs, and it is the same in the man as in the race—the age of infancy—to which signs corres-

pond as an expression of small mental power. To this period of signs there succeeds in the order of nature, that of articulate language as a means of conveying thought. This power develops later in all children, because it marks a higher stage of mental development. And the child deprived of speech lacks far more of mental growth and stimulus than can be imparted by all other means. This is well attested in the case of hearing children. It is equally undeniable in the case of the deaf. All other things being equal the child educated by speech attains a fuller and more harmonious development than the one educated without it—by whatever other means.

We shall all agree about this when we are informed in the scientific facts of the matter, and have no professional prejudice, or family fame, or selfish interest to warp our judgement. These are potential ifs, I am well aware, but yet are they all fading swiftly away in the searching light of the day of the New Education.

You may still hear from some of those whose profit it is to maintain the old methods, that it is impracticable for the deaf to learn to talk, and the fact that they continually do—just in proportion as they are afforded opportunity—makes no difference in their assertions and arguments. It reminds me of a story related by Hamilton Mabie, in one of his recent delightful books, to the effect that the first steamship that crossed the Atlantic carried among its cargo a part of the first edition of an extended pamphlet, written by a well-known scientist in England, and proving, in most conclusive terms, that ocean transit by steam was utterly impracticable!

Examination of the records of the schools of the United States shows that the importance of early instruction has only lately come to be recognized. At first the theory was held that "the pupil" in the words of an early Report of the first Institution, "should be old enough to profit by the advantages offered him at public expense." Of late years it is found that the younger the pupil, the better the result.

"The American Asylum at Hartford," established in 1817—(by natural evolution this name has now become "The American

School for the Deaf")—fixed upon fourteen years, and afterwards twelve, "as the best time," as it was expressed, "for the commencement of their education." In 1843, the age was again reduced to eight years. The movement for earlier admission has extended throughout the schools of the country with few exceptions, several schools now admitting pupils at two and one half, and even two years of age. Many of the older schools and institutions have several times reduced the age of admission.

The seventh annual report of the Hartford school speaks as follows: "Some pupils stay at the school only two years, and four years is thought by many a pretty comfortable time for completing their education." A course of four years was then prescribed, "that being," to quote from the resolution adopted, "the least time in which they can acquire even an ordinary education."

As time elapsed, the necessities of the case came to be better appreciated, and the period of instruction has been gradually increased until now there are forty-four out of the seventy-eight schools of the United States which grant terms of instruction of ten years and upwards.

The first Day School was established about thirty years ago, the Horace Mann School of Boston, today one of the best equipped schools of the United States. There are now thirty-four of these schools in the country, which employ seventy-four teachers and accommodate five hundred and fifty-five pupils. Twenty-three out of the thirty-four are oral schools, and they are located in nine different states.

In Chicago, a unique and most excellent plan is in operation which places the schools for the young children as near as possible to their homes. A class is opened in the nearest vacant school-room, where six to eight deaf pupils are gathered, while the older and more advanced pupils are expected to attend schools located at central points at greater distances from their homes.

The highest mark of advance in the education of the deaf up to the present time, is the establishment of oral day schools for the deaf as an integral part of the public school system. This

idea, and its first realization was in Wisconsin, some thirteen years ago, is one of the many great achievements for the deaf of Dr. Alexander Graham Bell, to whose world-wide fame as a scientist is added the yet greater honor of being the veritable apostle of speech for the deaf.

In the oral day school the deaf child may be educated at home, and his parents spared the anguish of separation during his childhood; and they may co-operate actively in his education. His instruction may be begun at a much earlier period than otherwise,—an all important consideration this, since the first years are the natural period for acquiring speech, and the lack of such opportunity has been the greatest obstacle to success heretofore.

His education may be accomplished at far less expense, also, than is now the case, where the state provides costly buildings and charges itself with the maintenance of its deaf, as well as their education. A room is set apart in the ordinary public school building, where a teacher specially trained for the purpose, instructs a small class of deaf children in the same branches that are taught in other rooms of the same building. This is done by means of speech mainly, and, in all cases, by the English language.

They join with their hearing companions of the other rooms in not a few of their exercises in which the eye may serve instead of the ear; they mingle with them freely on the play ground, gaining thereby abundant practice in speech and speech-reading, and in all ways come to affiliate with, and assume their natural place among, the hearing.

On the other hand, the special training in phonetics and articulation given by their particular teacher is open also to the hearing pupils of the school, and the numerous speech defects of foreign children and of those having any impediment of speech, may be corrected.

Moreover, those children, of whom late researches have disclosed so large a proportion in our public schools, whose hearing is so defective as to interfere sadly with their progress, serving to class them, oftentimes quite wrongly, as dull scholars,

may be trained to make sight supplement hearing, or they may, in many cases, gain auricular development, ability in which art is an important part of the oral teacher's equipment, since there are numerous kinds and degrees of deafness among his pupils.

This plan is no longer an experiment, having been in successful operation in several eastern states for years, and it has even made its way of late to this coast. My hearers may see an illustration of this plan in the Spring Street school of this city, and the Los Angeles School Board is to be commended for the progressive spirit shown in adopting this school in advance of legal authorization. The natural adjunct of the Parents' Association is also established here.

In San Francisco there is also an excellent private day school, whose teachers in connection with the Parents' Association of Northern California, are active in every interest pertaining to the education and welfare of deaf children.

The oral method is fast supplanting the sign method, so that out of the over five hundred schools of the world, more than half of them are now oral schools. Dr. Bell's declaration made at the Convention of American Instructors of the Deaf at Flint, Michigan, in 1895, was a prophesy that is being swiftly fulfilled. "Oralism," said he, "has come to stay: it will be the system of the twentieth century." I venture to predict further, that before the end of the new century, special teaching for the deaf child will have become a matter of only the very first few years of his life.

The education of the deaf child should begin in earliest infancy—precisely as does that of the hearing child. To this end the co-operation of the mother is indispensable. She must be assisted to do consciously for her deaf baby what she does unconsciously for her hearing one. Prepared thus to enter the kindergarten at the proper age, he will profit doubly by its training, and with such early preparation, the battle of speech for the deaf child will be won before he even becomes conscious of it; and as this plan of intelligent co-operation of parents and teachers comes to be more fully and perfectly realized, it is al-

together probable that the whole problem of his education will be solved by the time he finishes his kindergarten course, so that he will no longer require special instruction.

Skilled thus in the use of his own mother tongue, how infinitely happier the child than if he were educated in the foreign language of signs, even though his teacher were one of those "masters whose hands," in the eloquent words of one of the sign-language enthusiasts, "pluck the stars from their courses, who bring the rolling sea to his feet, and in whose fingers the budding flowers burst into bloom."

It is of the utmost importance to teach speech to deaf children at the natural age when hearing children acquire it; and when the war about conventional methods shall cease, and teachers of the deaf shall come and sit with teachers of the hearing at nature's feet, and learn her ways, then shall it appear that heaven and earth work together to teach the deaf child to talk.

By means of early, constant, natural use of his voice, it will respond to his emotions and will not become harsh. A deaf child whose attention is early directed to harshness of tone whenever he produces it, soon becomes quite as sensitive as if he heard. This is because such vocal utterance is the expression of a jarring sensation within, which he easily learns to recognize and, in the beginning, can easily control.

The scientific study of the deaf child not only throws a flood of light on the subject of means and methods of instructing him, but we are greatly encouraged to find how generously nature compensates his defect. Scientists tell us that nine-tenths of every child's sense perception comes through sight. We who know deaf children are assured that the superior skill in observation which they acquire of necessity, goes far to make up for the lack of the remaining tenth.

Moreover, the sense of touch, resembling as it does that of hearing in giving first the parts, and then the whole, leading to synthetic mental processes, is a suitable counterpart to the sight by which we see first the whole, and then its parts, leading to analytic thinking.

It is greatly to be desired that the sense of touch should

receive more particular attention in schools for the deaf. Some most interesting and valuable experiments in this direction were made several years ago in the practice school of Dr. Bell, in Washington. A most ingenious touch alphabet devised by him, and designed as a complement to the visible elements of speech, and to be used in connection with speech, was found very useful in assisting the acquirement of speech-reading. It is much to be regretted that many progressive and original ideas, proved there to be also practical and helpful ones, should not have found their way to other schools.

Besides this neglect to cultivate the sense of touch as an ally to sight, and as taking the place of hearing in its mental effect, another most valuable aid is overlooked in physical culture. This is far more important for the deaf child than for the hearing, not only as a means of muscle building, but still more so for its value in developing vocal power. This is not generally appreciated among teachers, and attention to the subject is urged, knowing as I do, from experience, the great value of intelligently arranged breathing exercises and judicious gymnastic practice for increasing lung power and vocal volume.

At present, while we work and wait for the ideal conditions of the future, we have to make the best of many discouraging ones in the present. Children of all ages, and stages, and phases of ignorance and neglect must be taught. But for them all, my urgent plea is that they be given speech.

There can be no question to any well informed and fair-minded person, that speech is practicable, and every way desirable for the deaf, as for the hearing. This is not saying that every deaf child of every age may learn to talk as well as any hearing one, but I do claim that speech,—even though imperfect,—is far better than any other means of communication for every child born among hearing people.

Among the thousand and one good reasons why the deaf child should be educated by speech, there is one pre-eminent in importance; namely, that thereby only may they maintain their proper and rightful place in society.

Can you think what it is to go through life as one of a



peculiar class? It is the sum of human misery. No other misfortune is comparable to this. One can summon fortitude against any bodily affliction whatever, but the sense of singularity is insupportable.

The individual must be one with the race, or he is virtually annihilated. Peculiarity is forever the mark of Cain! I can assure you of my own knowledge, that the fact of congenital deafness imposes no heavier burden, no other burden in fact of necessity, than just this sense of peculiarity,—apartness from the life of the world, to which the deaf, equally with the hearing, belong.

And believe me, this peculiarity is not inevitable. It is solely the result of shutting up deaf children to be educated in sign schools, whence they emerge to be life-long foreigners in their own families, and aliens in their own country!

The day of progress has come. Teachers of the deaf allied with those of the hearing, are measuring themselves and their methods by broader and more intelligent standards. Above all are they coming to regard the deaf child as one with his kind, for whom science and humanitarian progress have at length restored to him his birthright of education for, and enjoyment of, his life in the world of hearing people.

KATHARINE T. BINGHAM,  
*Palo Alto, California.*

## ORAL SPELLING.

If one were to say that the letters of the alphabet as pronounced on the lips were about as visible as the same spelled on the fingers, he would be regarded by those who know how easy and simple a means of communication the manual alphabet affords, as stating something almost absurd; and yet, if a closer examination be made, it will be seen that the claim is not by any means so extravagant as at first sight it appears. If those who originally adopted manual spelling as a means of communication with the deaf had compared it with oral spelling, they would have found that the latter was but little behind the manual alphabet as far as visibility was concerned, and they would have discovered, moreover, that, being universally known, it possessed the incalculable advantage of placing the deaf in immediate touch with the hearing and speaking world.

The writer has no fault to find with the manual alphabet, and is far from seeking its abolition, but he does maintain that the letters of the alphabet pronounced on the lips could easily take its place with the great advantage just mentioned. The manual alphabet has been tried and not found altogether wanting, and he who would seek to do away with it and substitute some other form of spelling, would probably meet with about the same encouragement and success as did Sir Isaac Pitman in his life-long effort to establish phonetic spelling in place of our present awkward and often absurd orthography.

An examination of the letters of the alphabet as formed by the mouth will reveal how distinct they are from one another,

with but few exceptions. It must not be considered for a moment that any confusion worthy of consideration arises out of confounding such letters as b with p, and d with t. In Pitman's shorthand, in eight or ten cases at least, a light stroke or curve represents one sound, while exactly the same character made heavy represents a totally different sound. The rapid and experienced stenographer, however, can afford to ignore whether he makes his symbols light or heavy, and can transcribe his notes with about as much ease as if the principle had been carefully observed.

There are only two pairs of letters in the alphabet that practically present the same picture to the eye, that is to say, d with t, and b with p. The context here prevents any confusion, and in the case of proper names, or new words, the finger might be raised towards the lips to distinguish the voiced consonants d and b from the non-voiced t and p. The letter a somewhat resembles k but the difference is quite sufficient to prevent any confusion, and the same may be said of t, d, e, c, and q and u. The letter q is always followed by u making it thus easily distinguishable. The letters x and s are somewhat alike, but the elevation of the back of the tongue in the production of x is plainly visible after the open sound of e, while in s the tongue remains comparatively flat. It will be noticed, too, that there is no such confusion with the names of the letters f and v, s and z, g and k, m and b or p, etc., as there is with their phonetic values in words.

In bringing this matter before teachers of the deaf, the writer has mainly in view the helpfulness of oral spelling in connection with speech-reading, rendering, as it does, recourse to writing less necessary and the employment of manual spelling totally unessential. He has put the matter to the test besides, and found that after a few lessons the pupils read words and sentences thus spelled on the lips with much greater facility and rapidity than the ordinary hearing person could acquire in reading from the fingers after the same amount of practice. He has in mind the case of a girl who, coming to school when she was more than 19 years old, learned to pronounce the names of the

twenty-six letters of the alphabet, if not perfectly, at least intelligibly enough to communicate freely with those around her.

J. FEARON,

*Principal of the Institution for the Deaf and Dumb,  
Halifax, N. S.*

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### A GREAT TEACHER'S VICTORY.

The following, taken from the Normal Instructor, contains elements both of suggestion and encouragement to teachers of the deaf in whose pupils real ability is so often beclouded and obscured by the many deficiencies primarily attending a condition of deafness:

Dr. Charles H. Parkhurst relates an incident that came under his observation, concerning the son of one of the foremost educators of our time. At the age of eight the rest of the boys regarded him as about a quarter-witted. They despised the boy but pitied the father. The mental defect was the result of some infantile disease. Had the child been kept in an ordinary school, he would have probably ended his life in an asylum. But as it was, he ended by going to Oxford and carrying off a prize. The father took personal charge of the child's education. As a great genius and a great teacher, aided by a great love, the father got clear over on to the inside of the poor dwarfed possibility, and was thus able to save the boy. There are some children in every community and school who need just that thing. The teacher who can get over and on to the inside of their lives, inspires and lifts them out of themselves. Nearly every teacher wants to do some great and grand thing. This may be accomplished by making some notable sacrifices in behalf of the pupils who are fighting a losing battle. The greatest teachers have won their greatest victories on these apparently barren fields. When Daniel Webster was at the height of his fame, the teacher of his youth remarked: "He was the worst boy I ever had in school, but I loved him and I saw his future possibilities."

## HISTORICAL NOTES

### CONCERNING THE TEACHING OF SPEECH TO THE DEAF.<sup>1</sup>

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#### INTRODUCTORY REMARKS.

I think it would be well for me, as President of the American Association to Promote the Teaching of Speech to the Deaf, to supplement the biographical sketch of our late Vice-President, which has been prepared for us by Mrs. Hubbard,<sup>2</sup> with some historical notes concerning speech teaching in America, and Mr. Hubbard's place in the history of the education of the deaf.

It is with peculiar interest that the Association meets upon this occasion in the Clarke School; for the Hon. Gardiner Greene Hubbard was not only our own Vice-President, but he was also the first President of the Clarke School, and a member of its Board of Corporators to the day of his death.

Though not a teacher himself—though he never, himself, taught speech to a deaf child—yet he has his place in the history of our art as the great spirit that promoted the teaching of speech to the deaf in America.

He was not the first to propose the introduction of the oral method here—he was not the first to open an oral school in this country. Others proposed the introduction before him, but they were unsuccessful; others opened oral schools, but the schools did not live. He was the first to succeed; and the living, growing oral movement of today, owes its inception to him.

His efforts began in March, 1864, with a bill and petition to the Massachusetts Legislature for the establishment of an oral

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<sup>1</sup>The substance of this Historical Research was delivered by President Bell as an address before a session of the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.—ED.]

<sup>2</sup>Published in the October number of the ASSOCIATION REVIEW.—ED.]

school in Massachusetts; and culminated, in 1867, with the establishment of the Clarke School. During these three years of struggle his efforts were continuous and persistent. He started Miss Rogers in her Chelmsford school, supported the school financially by contributions from himself and friends, and kept up a continual public agitation of the subject, until his end was achieved and the Clarke School was established at Northampton, with Miss Rogers at its head.

Now, the passing away of such a man demands more than a mere casual notice. He has his place in history; and it may be well for us to glance back into the past to see just where he stands.<sup>1</sup>

ALEXANDER GRAHAM BELL.

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## CHAPTER I.

### THE EARLIEST CASES OF INSTRUCTION.

Philip Nelson and Isaac Kilbourn—The American Pupils of Braidwood—John, Thomas, and Mary Bolling—Will of Thomas Bolling (Jr.), written by himself—Accompanying Certificates—Charles Green.

The first attempt to teach speech to a deaf child in America, seems to have been made in Rowley, Mass., more than two hundred years ago, by Mr. Philip Nelson. In those days it was decidedly dangerous to carry on experiments of this kind. Every

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<sup>1</sup>In revising these Historical Notes for publication, I have thought it well, in alluding to the labors of those who preceded Mr. Hubbard, to use their own words, wherever possible; and to give notes referring the reader to original sources of information. This has necessitated entire re-writing. The change, however, will give the Historical Notes more permanent value—enable students to continue the investigation for themselves—and altogether, I think, prove more satisfactory to the members of the American Association to Promote the Teaching of Speech to the Deaf, than if I were to limit myself strictly to the revision of the stenographer's notes of an address which recited the facts from memory alone. I must here acknowledge my indebtedness to the Hon. John Hitz, Supt. of the Volta Bureau, who freely placed at my disposal the invaluable unpublished material collected by him and preserved in the archives of the Volta Bureau. Without his cooperation the presentation of these Historical Notes in their present form would have been impossible.—A. G. B.

one believed in witchcraft, and the successful oral teacher would have run a good chance of being hanged—or pressed to death—as a witch. Exactly what Mr. Nelson did and how far he was successful we shall probably never know; but the history of Rowley, Mass., by Thomas Gage (page 72), gives the following note concerning the matter:

“November 19, 1679.

“Mr. Philip Nelson had been the occasion of other difficulties in the church by pretending to cure a deaf and dumb boy in imitation of our Saviour by saying ‘Ephphatha.’ The ministers of the neighboring churches were called together and the boy was brought before them to see whether he could speak or not. He was interrogated, but ‘there he stood,’ says the church records, ‘like a deaf and dumb boy as he was.’ They could not make him hear nor could he speak.”

The old church records contain several other references to this boy (Isaac Kilbourn) which have been copied for preservation in the Volta Bureau. They record, for example, the baptism of one of his children; and it is somewhat remarkable that the entry should read “baptized Deaf lad’s daughter Elizabeth” without mentioning the father (Kilbourn) specifically by name.

It was not usual in those days to speak of a deaf-mute as “deaf” alone; and the entry suggests the thought that perhaps, after all, the efforts of Mr. Philip Nelson to teach him to speak may have been more successful than appeared from the earlier record quoted above.<sup>1</sup>

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<sup>1</sup>In collecting the record of the family of Isaac Kilbourn, a deaf man, born 1659-60, a very singular entry was found in the records of the Church at Rowley, Mass., of the baptism of one of his children. Under date of 1685, Sept. 13, is recorded “baptized Deaf lad’s daughter Elizabeth.” Only because I had become very familiar with the peculiar cramped handwriting of these records, from a long and painstaking search through the closely written, almost illegible pages of this ancient volume, to ascertain the facts concerning a church trial, wherein it was alleged that a member of the church had attempted to perform a miracle on the person of “the deaf youth,” (Isaac Kilbourn), by restoring his hearing, that I did not make the same mistake which had been repeatedly made by others, and understand the meaning of the record to be, “baptized Deacon Ladd’s daughter Elizabeth.” I was told that this had been published in connection with other genealogical matter relating to the

## THE AMERICAN PUPILS OF BRAIDWOOD.

In the latter part of the last century four deaf children were sent from America to the Braidwood School in Edinburgh, Scotland; and these were the first American deaf-mutes who are certainly known to have received an education.

One was Charles Green, son of Mr. Francis Green, a merchant of Boston, Mass., and the others were John, Thomas, and Mary Bolling, children of Maj. Thomas Bolling, of Cobbs, Chesterfield Co., Va. They were all deaf from birth, or earliest infancy. John Bolling was the first to go (1771); Thomas and Mary followed in 1775; and Charles Green in February, 1780. In the Braidwood School they received a good education; and, in addition, were taught to speak intelligibly, and to read speech from the mouths of others.

The return of these highly educated deaf children to America naturally inspired their parents and friends to establish schools for the deaf in this country. Francis Green was chiefly active in this respect during the years 1803, 1804, and 1805; and Col. William Bolling (a hearing brother of John, Thomas, and Mary) from 1812-1818.

## JOHN, THOMAS, AND MARY BOLLING.

John Bolling, the first American deaf-mute to receive an education, unfortunately died very shortly after his return home from school, so that we know very little concerning his attainments. He was born 1761, Jan. 31, and died 1783, Oct. 11, unmarried. Mary Bolling was born 1765, Jan. 27, and died 1826, Apr. 12, unmarried. Thomas Bolling (Jr.) was born 1766, July 1, and died 1836, Feb. 11, unmarried.

Col. William Bolling (their brother) was born 1777, May 26, and died 1845, July 16. Although not deaf himself, two of

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early settlers, as the correct rendering of the entry. Later, the historian of Rowley told me that he had considered this explanation to be correct, but was much troubled about it, as he had been unable to learn that there had been a church deacon in the town by the name of Ladd. In time, tradition revealed the fact that the "deaf and dumb man," Isaac Kilbourn, was known and called, "the deaf lad." This solved his problem, and it then became perfectly easy for him to understand the ancient record.—(Letter from Mrs. A. C. Pratt, of Chelsea, Mass., dated Aug. 11, 1899.)—A. G. B.



his children were deaf, viz.: Wm. Albert Bolling (b. 1798) and Mary Bolling. These latter were the first American deaf-mutes to receive an education in their own country.

Col. William Bolling, speaking of his deaf brothers and sister, says:

"John, the oldest, was sent by my father in the year 1771 to Edinburgh, and placed under the care and tuition of John Braidwood; Thomas and Mary followed him in 1775; they all remained at his school during the Revolutionary War, and all returned to Cobbs, in Chesterfield Co., Va., the then residence of my father, in July, 1783.

"John died about three months after his return. Thomas' acquirements were most extraordinary; he was a ready pensman, of nice discriminating judgment, of scrupulous integrity in all his transactions, his intelligence and tact in communication such as to attract the attention, entertain, and amuse every company in which he associated, with the manners of the most *polished gentleman*. His *articulation* so perfect, that his family, his friends, and the servants understood him in conversation, or in reading aloud, as well as they could any other person; and he possessed the faculty of modulating his voice from a low whisper to a loud call. No person would understand him *at first*; *every one* would more or less perfectly in proportion to the time they were together and the desire felt to do so. My sister's acquirements were equal to his, though her voice was not so pleasant; yet she was cheerful, intelligent, entertaining and industrious. She died in 1826; my brother in 1836, in the seventieth year of his age."—(Letter to Joseph D. Tyler, dated Dec., 1841, published in the *Southern Churchman*, March 18, 1842, Vol. III, No. 8.)

The following obituary notice of Thomas Bolling (Jr.), written by his nephew, Judge Robertson, appeared in the *Richmond Enquirer*, on the 18th of February, 1836:

"Died at Gaymont, the residence of John H. Bernard, Esq., on the 11th ult., Mr. Thomas Bolling, son of Thomas Bolling of Cobbs, in the sixty-ninth year of his age. To him nature in her providence denied the sense of hearing—and of consequence the gift of speech; and with them the thousand privileges and blessings

that come of unrestrained social converse, and of the myriad sounds of created things. Yet thus disabled, her compensating gifts, seconded by favorable circumstances, conspired greatly to qualify these disadvantages, and to render him a very remarkable man.

"Placed at an early age under the tuition of the celebrated Braidwood, of Edinburgh, his naturally fine understanding was rapidly developed. He read with pleasure, especially such books as treated of life or described natural scenery—composed and wrote in a peculiar yet clear and graphic style, and achieved in attaining an artificial faculty of speech, almost equal to the natural (if I may so speak) the most signal triumph over constitutional infirmity that probably has ever been accomplished by a Mute.

"Uniting to these achievements, great vivacity of disposition, polished and graceful manners, unequalled powers of imitation, and an almost intuitive perception of the meaning of others, he was the admiration and wonder of strangers, and the delight of an extensive connection and friends. They will long deplore a loss that no time can supply."

After the death of Thomas Bolling (Jr.), a paper was found among his effects, written by himself, purporting to be his last Will and Testament. This, although not witnessed, was admitted to probate upon satisfactory identification of the handwriting. A copy of the will, with attached certificates, is preserved in the Volta Bureau; and by the courtesy of the Hon. John Hitz (Supt.) these documents are reproduced here:

**WILL OF THOMAS BOLLING (JR.), WRITTEN BY HIMSELF.**

"I, Thomas Bolling, son of the late Thomas Bolling of Cobbs, in Chesterfield Co., do make and publish this my last Will and Testament.

"First: I do hereby annul and cancel as fully and entirely as if the same had never been written, all and every former will or writing that I may before this have signed, and I do hereby particularly cancel a will, or deed, which was brought to me many years since by Cousin Mr. David Meade Randolph, who prevailed and persuaded me to sign it. I have wrote to get this back, but cannot get it. This makes me much unhappy. It has been long my wish to leave my Legacy to my neph-

ew, William Albert Bolling, as it was always the intention of my dear sister Polly, to leave her legacy to our niece, Mary Bolling. I am now told her wish is disputed, and a law suit made to take it from her. Therefore, I now declare it my will that all the property I may die possessed of, be the same in any bank stock, or money, in the hands of any of my relations, or other persons, and be the amount thereof what it may, shall be at my death paid into the hands of and received by my brother, Col. William Bolling, of Goochland Co., to be held by him as trustee for the benefit of my dear nephew, William Albert Bolling, his son, and his heirs forever, as my brother William is acquainted with the management of business, which my dear nephew, William Albert Bolling, his son, is not, from the unfortunate circumstance of his being as well as myself and my dear sister Polly, born deaf and dumb. I do hereby by this my last Will and Testament, give and bequeath the whole and every part of the property and estate I may die possessed of, to my nephew, William Albert Bolling, and his heirs forever. I have about eighty-six shares in the banks, bought with the five-thousand dollars that was in the hands of Capt. William Murray, of Grove Brook, in Amelia County, and four thousand dollars that was in Mr. David Meade Randolph's hands, and paid by my dear brother, William Bolling. My nephew, Mr. John Robertson, trustee for me, receives the interest of my bank shares half yearly, and pass it to me.

"All these, my bank shares, and all other property, to be at my death, paid unto and received by my dear brother, William Bolling, as above, or his executor, or administrators, as trustee for the sole use and benefit of my dear nephew, William Albert Bolling, and his heirs forever. And I do hereby revoke, annul, and cancel, any former will, deed or writing to the contrary, which may have been signed by me. And I do appoint my dear brother, Col. William Bolling, Executor of this my last Will and Testament. The above written in my own hand, I do now sign and seal this thirteenth day of October, in the year of our Lord, one thousand eight hundred and twenty-seven.

TH. BOLLING, (SEAL)"

## ACCOMPANYING CERTIFICATES.

"At a General Court of Virginia, held at the Capitol, in the city of Richmond, on the 28th day of June, 1837, this writing, purporting to be the last Will and Testament of Thomas Bolling, late of Cobbs, deceased, was presented to the court by William Bolling, the Executor therein named; and there being no subscribing witnesses thereto, James B. Ferguson, Blair Bolling and Charles S. Gay, being sworn, severally deposed that they are well acquainted with the hand writing of the said Thomas Bolling, deceased, and verily believe that the said writing with the signature thereto, is wholly written with the decedent's own hand. And, at a General Court, held at the Capitol aforesaid, the twenty-sixth day of June, 1838, the said writing was ordered to be recorded as the true last Will and Testament of the said Thomas Bolling, deceased, and on the motion of the said William Bolling, the executor named in the said last Will and Testament, who made oath thereto, and together with George Woodson Payne, and Blair Bolling, his sureties (the first named of whom justified on oath as to his sufficiency), entered into and acknowledged a bond in the penalty of twenty-four thousand dollars, conditioned as the law directs, certificate is granted the said William Bolling for obtaining a probat of the said last Will and Testament in due form.

teste

N. P. HOWARD, Clk.

"A Copy

Teste

Eustace Robinson, Clerk of the Circuit Court of the City of Richmond, and as such, according to law, keeper of the records of the late General Court of Virginia."

CHARLES GREEN.

The fourth American pupil received at the Braidwood Academy in Edinburgh, Scotland, was Charles Green, son of Mr. Francis Green, of Boston, Mass.

His father, writing of him in 1783, says:

"Those who know experimentally the tender concern of an *only* parent for an *only* son, even under the

happiest circumstances of natural advantage, may imagine with what avidity the information of this academy was first received: Altho' the authority was unquestionable, I, like many others, (I acknowledge) had doubts of the practicability of the business to any very *great degree*: I thought it my duty, however, to send my son across the Atlantic, upon Mr. Braidwood's agreeing to undertake the tuition of him, who accordingly received him in February, 1780. He was then *eight years* old: although sprightly, sensible, and *quick of apprehension*, yet, having been either born deaf, or having lost his hearing by sickness in earliest infancy,<sup>1</sup> he could not *at that time* produce or distinguish *vocal* sounds, nor *articulate* at all, neither had he any idea of the meaning of words, either when spoken, in writing, or in print; and for *want of hearing* would doubtless have remained as speechless as he was born. I soon received the pleasing intelligence that he was beginning to articulate, and soon after that he could plainly express (upon seeing the form in characters) any word in the English Language."

In May, 1781, Charles Green received a visit from his father at the Braidwood School; and the child, ambitious to manifest his new acquisitions, eagerly advanced, and addressed him by word of mouth: "How do you do, dear Papa."

"It exceeds the power of words," said Francis Green, "to convey any idea of the sensations experienced at this interview.....He could at that time repeat the Lord's Prayer very properly, and some other forms, one of which in particular (*which I had never heard before*) I then took down in writing from his repetition; a convincing proof of his speaking intelligibly."

The following is the prayer, as noted by Francis Green at the time:

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<sup>1</sup>His deafness was first (accidentally) discovered at the age of six months, when my solicitude commenced; for I was then well apprized that the natural consequence must be want of speech, or language, unless a remedy for his deafness could be effected.

"O God! Pardon all my sins, make *me good* and holy;—bless my *father* and my *sister*, and all my friends:—keep me from all evil, sin, and danger, and take my soul to heaven when I die, for Jesus Christ's sake! Amen!"

## CHAPTER II.

### FRANCIS GREEN—1781-1809.

Letters of 1781—Second Visit to His Son in 1782—He Pleads for a Free School for the Deaf in England, 1783—*Vox Oculis Subjecta*—Plan for Perpetuating and Extending the Benefits of the Before Mentioned Important Art—A Change of Attitude Towards the Braidwoods—He renews his Efforts in England, 1791—His *De l'Epee* Translation of 1801—His *De l'Epee* Translations of 1803—He Pleads for a Free School for the Deaf in America, 1803—His claims to Recognition.

Francis Green remained in Edinburgh for about six weeks, and was every day at the Braidwood Academy. Soon afterwards he wrote a letter from London to his friend, Mr. Richard Bagley, of New York, describing his visit and the impression made upon his mind by what he saw; and also giving some account of Braidwood's method of teaching speech.

It is probable that Francis Green was not at liberty to publish the results of his observations; for we know now that the Braidwoods were inclined to make a mystery of their methods of teaching, and did not care to take the public into their confidence. This may perhaps account for the fact that Francis Green's letter of 1781 was not published at the time. Mr. Bagley, however, communicated the letter to Dr. Samuel L. Mitchell, of New York, a noted physician and philanthropist; and through him, *twenty-three years after its date*, it found its way into print in a medical journal. It was published (but without the writer's name) as an article "*On Teaching the Deaf to Understand Language and the Dumb to Speak*" in the *Medical Repository*, New York, 1804, Vol. II, pp. 73-75.

Dr. Mitchell was afterwards instrumental in establishing the New York Institution (organized 1817, opened 1818), and

he was for ten years its President (1819-1829). The letter of Francis Green exerted an influence upon the founders; and they attempted to follow the Braidwood methods in the New York Institution.

The letter does not seem to have been republished since it first appeared in 1804, although many references to it may be found in American literature concerning the instruction of the deaf.<sup>1</sup> The original publication is hard to find; and it is practically inaccessible to teachers. A copy exists in the Army and Navy Medical Library, in Washington, D. C.

#### SECOND VISIT TO HIS SON, IN 1782.

In September, 1782, Francis Green again visited his son at the Braidwood School in Edinburgh. His account of this visit, published in 1783, is not only interesting in itself as a record of progress made by one of the earliest American pupils under the oral method of Braidwood, but it is also of historical value, from the light it throws upon the methods and aims of the Braidwoods in the instruction of the deaf. There can be no doubt that the "Messrs. Braidwood" (Thomas senior, and his son John) were among the best teachers of the deaf that the world has yet produced.

Francis Green says:

"On my next visit, in September 1782, his improvements were very perceptible in speech, the construction of language, and in writing: He had made a good beginning in *arithmetic*, and *surprising* progress in the arts of drawing and *painting*. I found him capable of not only comparing ideas, and drawing inferences, but expressing his sentiments with judgment. On my desiring him to attempt something he thought himself unequal to, I set him the example by doing it myself: Upon which, he shook his head, and with a smile, replied (distinctly, *viva voce*), '*You are a man, Sir, I am a boy*': Observing that he was inclined in company, to converse with one of his school fellows by the tacit finger-language, I asked him why he did not speak to *him* with *his mouth*. To this his answer

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<sup>1</sup>It is republished in this number of the REVIEW.—ED.]

was as pertinent as it was concise, '*He is deaf.*' Many other instances I could mention of expressions of the mind, as proper as could be made by *any boy* of his age, who had *not* the disadvantage of deafness.

"Several other letters received from *Messrs. Braidwood*, serving to inform of his improvements, (as well as to show their expectations of him) I found verified; of some of which the following are extracts, *Viz.:*

"'*Edinburgh, 30 March, 1782. I have not the smallest doubt, but Mr. Charles will make a considerable figure in life notwithstanding his misfortune; He is possessed of a strong genius, and gives very great application to every part of his learning.*' T. B.'

"'*Edinburgh, 20 July, 1782. We most heartily congratulate you on your son's improvements in drawing, and in every other branch of his education; If it should please God to continue his health, he will most undoubtedly make a considerable figure in life which cannot fail to give you and every one concerned in him, great satisfaction, to render him an useful member of society, happy in himself, and an honour to us. You may depend, Sir, on our utmost attention to him in every respect.*

"'*As to the plan of his education (mentioned by you), we are of opinion, that he should be continued in the study of the English Language, Geography, Geometry, &c., until he is pretty much master of them. We think, if Charles is master of the English Language, the sciences, the French, and as much Latin as may give him a competent knowledge of the derivation of words, it would be sufficient; and it would be a pity not to keep him employed as much as possible in drawing, that appearing to be his forte. As to dancing, we refer the time to yourself, &c.*' T. & J. Braidwood.'

#### HE PLEADS FOR A FREE SCHOOL FOR THE DEAF IN ENGLAND, 1783.

The progress made by his son under the instruction of the Braidwoods, and the many proofs that had been afforded him of similar success with others, led Francis Green to commence a public agitation in England, for the establishment of a free school for the deaf, upon a permanent basis. The Braidwoods



devoted themselves chiefly to the children of people of means; Francis Green desired to extend the same benefits to the poor.

"It is much to be regretted," he says, "that since the time Messrs. Braidwood began to practice this ingenious method, these gentlemen have been under the mortifying and cruel necessity of refusing the charge and instruction, as I understand, of upwards of an *hundred* (chiefly *deaf persons*). Although they have with *humanity, benevolence and generosity*, maintained and taught several children of indigent parents gratis, yet that violence have they been obliged to do to their inclinations, for the following good reasons:

"First, it would have been eventually deceiving themselves, as well as their pupils and their friends; *laboring without thorough effect*, consequently bringing into contempt and disuse a method, which with no small labor and assiduity they have brought to a great degree of perfection, were they (*themselves*) to pretend to instruct more than a certain number at a time; their joint attention and tuition cannot (I think) be applied to many more than *twenty* at once, with full effect.

"Secondly, a necessary and laudable regard to their own family forbid their undertaking what must be an insupportable burthen to any single family; for many of the parents of such objects were incapable even of reimbursing the necessary expenses of maintenance." \* \* \* \*

"From a consideration of the case of the naturally-deaf, their capacity of becoming happy in themselves and useful in society, in consequence of this admirable method of qualification; and, from *their numbers, (which greatly exceed what is generally known)* of the impossibility of these gentlemen, alone, receiving and teaching all who have applied, and who stand in need of tuition; from these considerations, (I say), many of the first and most respectable characters within these realms, have manifested an humane and truly benevolent disposition to establish a *public, charitable institution*, for the certain continuance and extension of the benefits of this important art, more particularly, as a blessing to the children of *indigent parents*.

"To promote so worthy a design, and to enforce its expediency, must surely need but little argument.

"The present professors of this art, like all other men, 'whose breath is in their nostrils' may be suddenly taken away before any successors are duly qualified\* \* \*

"To render this art universally useful, it is necessary that some ingenious young men should be instructed and qualified to assist, and succeed the present professors, and that a fund should be established under the direction of proper managers, to be applied to the purpose of educating those whose parents are altogether unable to defray such expense, and to assist others who can afford a part, but not the whole, by which means, *all* the deaf, however scattered, might be collected, and taught, and consequently rescued from certain ignorance, from idleness, and from want, as well as every defect in speech (however inconvenient and violent) rectified.

"Messrs. Braidwood have repeatedly declared their readiness to undertake to qualify a sufficient number of young men for the execution of such a plan."

#### VOX OCULIS SUBJECTA.

In aid of this movement, Francis Green published (anonymously) in England, a book<sup>1</sup> entitled:

"Vox Oculis Subjecta: A Dissertation on the most curious and important Art of Imparting Speech and the Knowledge of Language to the naturally Deaf and (consequently) Dumb: With a particular Account of the Academy of Messieurs Braidwood of Edinburgh: and a Proposal to perpetuate and extend the benefits thereof. Written by a parent. London, 1783."<sup>2</sup>  
(8 vo., pp. XVI, 224).

This was the earliest publication on the Education of the Deaf written by any American; and a review of it, which appeared in the *Boston Magazine* for December, 1784, and January, 1785,

<sup>1</sup>All the preceding quotations concerning Francis Green and his son Charles have been taken from this book.—A. G. B.

<sup>2</sup>Copies of the work may be found in the Volta Bureau, Washington, D. C.; in the Libraries of the Hartford and Washington Schools for the Deaf; in the Boston Public Library; in the Library of the Mass. Historical Society, Boston, Mass.; and in the Library of King's College, Windsor, Nova Scotia. It was reviewed in the *Gentleman's Magazine*, Sept., 1783. The copy of "Vox Oculis Subjecta" possessed by the Volta Bureau originally belonged to Francis Green himself, and contains corrections

was the earliest publication on the subject printed in America.

The object of the work is thus described in the Author's Preface:

"A great part of this essay, being obviously either *compilation* and *quotation* or *narrative*; it must necessarily be apparent that literary fame cannot be its object.

"It is neither an attempt at composition, nor at criticism; but, without ostentation, hath its origin in the *simple* principles of sympathy and philanthropy.

"The primary motive is an ardent solicitude that the benefits of an ingenious method (*new in extensive practice, if not new in theory*) of infinite importance to many individuals, may be universally realized:

"Having myself *collaterally* experienced the inefable satisfaction consequent on its practicability, I am urged by an impatience kindled by social affection, to communicate the consolation to *all* others who may *ever* be in the same predicament.

"This although a secondary, is not a small inducement.

"The Editor is not unapprized, that several treatises have been published on this art, *in the last century* by men of distinction in the literary world, viz.: Dr. Amman, of Amsterdam, Dr. John Wallis, and Dr. William Holder (by the two former in Latin); and also by Bulwer, in English. They are *all*, now become rare books, and hardly to be met with, as he hath experienced. The subject is also touched upon in a late Essay, entitled 'Elements of Speech' by J. Herris, A. M., 1773. Extracts from, or translations of particular parts of each, are inserted in the body of this; but neither of them had *altogether* the same grounds, nor the same points in view with this: Nor did they flow from the feelings of a parent.

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and marginal notes in his handwriting. The Nova Scotia copy also has corrections in his handwriting and is signed by him as the author.

"Vox Oculis Subjecta" is divided into three parts. Part I, consisting of the "Dissertation on the most curious and important Art of Imparting Speech and the Knowledge of Language to the naturally Deaf and (consequently) Dumb," was re-published in Boston, Mass., 1897, in pamphlet form, by "The Boston Parents' Education Association for Deaf Children," but with the omission of the quotations from earlier writers contained in the original.—A. G. B.

"That an art tending effectually, to rescue a *certain proportion* of the human species in every age, and in every country, from *idleness, ignorance and wretchedness*, may be perpetuated, and its benefits happily extended to every possible subject, is (it is conceived) of no trifling consequence to society collectively: To those who are, or may be, *born deaf* especially, and their immediate connexions, it must be deemed invaluable." \* \* \* \* \*

"To convince *the world* of the practicability of this extraordinary art (*incredible* to many) and to endeavor to prevent its being lost, like many other arts, after having been brought to perfection; to excite the attention of the public to a plan, which, (if the rational nature is superior to the animal) hath objects the most interesting and affecting, is the ultimate design of this publication; should this prove the means of *one* only of the human race, in whom '*the particle of the divinity*' is inhaerent, being raised from an humiliating, most melancholy state by nature, and added to the number of *conversable* and *happy* intellectual beings, not only the application it hath cost will be abundantly compensated for, but the hours expended herein will ever be considered amongst the most usefully employed, as well as the most important and valuable of those bestowed by providence, upon

March, 1783.

THE AUTHOR."

Francis Green, having ascertained that His Majesty had been graciously pleased conditionally, to give one hundred pounds per annum out of his private purse for the purpose, offered in "*Vox Oculis Subjecta*" the following

"PLAN FOR PERPETUATING AND EXTENDING THE  
BENEFITS OF THE BEFORE MENTIONED  
IMPORTANT ART.

"*First*: That (in imitation of the gracious example of His Majesty) a subscription be opened, for the purpose of providing a fund for a public charitable institution.

"*Secondly*: That the sum so subscribed be lodged in the hands of respectable bankers, or others, in the different parts of these kingdoms, until called for by order of the Governor and Directors.

"*Thirdly*: That a Governor be nominated by His Majesty, and a number of Directors chosen by the subscribers for the management of this stock.

"*Fourthly*: That when a sum sufficient for the execution of this plan shall be raised, the Governor and Directors shall immediately take the most effectual measures for establishing a *public Academy* for the purposes herein specified.

"*Fifthly*: That, in order to prevent the interest from being mismanaged, or becoming a sinecure, no part of the fund to be applied but by written special order from the Governor.

"*Sixthly*: That no person be admitted to partake of the benefits of this establishment but such objects as upon application, shall receive a special certificate of admission from the Governor and Directors.

"*Seventhly*: That as soon as it shall appear that a sufficiency will be provided, such a number of ingenious young men as may be deemed necessary shall be qualified, and contracted with, without loss of time, as *assistants* and *successors*—And the benefits of this Institution shall be imparted to a certain number of young persons as soon as possible."

In another part of the work Francis Green says :

"The satisfaction of *all* good men must surely be in proportion to their opportunities of beneficence. The reflexion that *not* the immediate objects *only* (of this plan), but the respective circles of their connexions, must be greatly benefited, and made much happier, can not but augment the satisfaction. As the pebble thrown into the calm stagnant lake, first forms a small, single ring, and thence extending takes in the whole surface, within its influence, so will the contributions to this scheme, so worthy of humanity, first be felt with *peculiar* force, and in its effects comprehend the felicity of *many circles*.

"By the accomplishment of some such plan (which will be executed if a favorable disposition in the public is not wanting) one less evil will henceforth be found in society; For, amongst those who are not deficient in understanding, there *never more* need be *any dumb person*."

And so, Francis Green, in March, 1783, published his book :

He cast his pebble into the lake and waited for the waters to be troubled: And a troubling of the waters there undoubtedly was, but hardly of the kind that Francis Green in his unselfish philanthropy anticipated.

#### CHANGE OF ATTITUDE TOWARDS THE BRAIDWOODS.

Exactly what happened we do not know; but it is noteworthy that after the publication of his book, Francis Green never speaks of the Braidwoods in eulogistic terms.

The charitable institution, on a permanent basis, to perpetuate and extend the benefits of the Braidwood method—which he had so carefully outlined in “*Vox Oculis Subjecta*” (1783)—failed to materialize: But, in 1784, the Abbe de l’Epee speaks of “a project now in agitation of establishing an Institution in London, by subscription, *similar to that in Paris*,” and the context shows that “the learned in England,” who were promoting the movement, proposed to use *the de l’Epee methods of instruction* in the London School. Indeed, this was the third reason assigned by de l’Epee for undertaking a public defense of his system, and entering into a controversy with Heinicke. (*Annals* XII, 87.)

What all this means—and whether Francis Green had anything to do with the de l’Epee plan—we do not know.

His son was then in the Braidwood school (he entered Feb., 1780, and remained “near six years”); and, bound as he was by ties of personal gratitude to the Braidwoods, it seems hardly likely that Francis Green would have actively promoted the establishment of what would be considered a rival institution. Indeed, we know that in 1784 he returned to America, and settled in Nova Scotia, near Halifax, where he remained for some years.

It is obvious, however, that his estimate of the Braidwoods had undergone a change. For example, writing anonymously in 1801, Francis Green says :<sup>1</sup>

“The Education of the Deaf and Dumb is termed by Dr. Johnson ‘a philosophical curiosity,’ and as such may perhaps be taken up by men of science in this country. The present publication may possibly excite

<sup>1</sup>The italics are mine.—A. G. B.

their attention towards the subject, as it hath not yet obtained the notice that it is in many respects calculated to obtain. *There is room to suspect, indeed, that some of those who have been engaged in it* so far from imitating Bonet, de l'Epee, and the other authors that have been mentioned, by allowing the world at large the knowledge of their advances or the benefit of their improvements, *have rather, like Perreire and Heinich, been desirous of keeping them in obscurity and mystery: and (to borrow the comparison of a recent writer upon an occasion not very dissimilar) 'like the Jewish Talmudists, who dealt in secret writings, of allowing no persons to be professed practical conjurers but the Sanhedrim themselves.'*

"Even Dr. Johnson's excursive genius and extensive researches had very little acquaintance with it. 'This instruction,' says he, 'was lately professed by Baker, who once flattered me with hopes of seeing his method published. How far any former teachers have succeeded, it is not easy to know.'

*"Mr. Baker's method has never appeared, any more than Mr. Braidwood's whose Academy for the Deaf and Dumb at Edinburgh the doctor visited, and from whom his perpetual concern for literature would probably extract the same hopes."*—(De l'Epee Translation of 1801, Translator's Preface.)

In his Autobiography,<sup>1</sup> Francis Green referred to his book "*Vox Oculis Subjecta*"—(a carefully prepared volume of two hundred and forty pages)—as a "*hasty pamphlet*" published in London, in 1783; and, in quoting its title omitted all reference to "The Academy of Messieurs Braidwood of Edinburgh."

<sup>1</sup>The Autobiography is entitled "Genealogical and Biographical Anecdotes of the Green Family Deduced from the *First American Generation*, by Francis Green, for his Children's Information—1806. F. G. being the only surviving male Branch of the Fourth American Generation. Vide *Genealogical Tree*." The original manuscript volume, in the handwriting of Francis Green, is now in the possession of a grandson, Commander Francis M. Green, of the U. S. Navy. A copy of it was made many years ago, by the late Dr. Joshua Green, and this copy is now in the possession of Dr. Green's son, Dr. Samuel Green, Secretary of the Massachusetts Historical Society, Boston, Mass. Through the courtesy of Dr. Samuel Green I have been able to make full extracts from the copy in his possession; and through the courtesy of Mr. Francis Green, of New York (son of Commander Francis M. Green), I have had the opportunity of examining the original document itself.—A. G. B.

From the jealousy with which the Braidwoods guarded the secrets of their methods of instruction, it seems reasonable to suppose that they did not look with favor upon Francis Green's well meant plan for the perpetuation and extension of their system; and preferred to go about it in their own way.

They published nothing, and succeeded in establishing—in their own hands—a monopoly of the whole art of instructing the deaf in Great Britain,<sup>1</sup> which lasted at least as long as 1815 (when the Rev. Thomas Hopkins Gallaudet visited that country.)

It is therefore safe to assume that "*Vox Oculis Subjecta*" was really "a hasty pamphlet," published without due consultation with the Braidwoods; and that Francis Green returned to America in 1784, a disappointed man.

In 1787, he had the misfortune to lose his deaf son Charles to whom he was much attached:

"He was suddenly taken out of life, being unhappily drowned when shooting at Cole-Harbor, near Halifax, on 29th August, 1787, *aetatis suae* 17."—(Autobiography.)

#### HE RENEWS HIS EFFORTS IN ENGLAND, 1791.

In 1790 and 1791, he was in Paris, France, where he was a frequent visitor at the School of the Abbe de l'Epee, which was then carried on by the Abbe Sicard, de l'Epee having died in 1789 (Dec. 23).

In reference to these visits Francis Green says:

"When the world was deprived of this great and good man" (the Abbe de l'Epee) "the instruction of the Deaf and Dumb was continued by the Abbe Sicard, and prosecuted likewise, by the language of methodical signs. The editor being in Paris in 1790 and 1791, frequently visited this school. Several of the scholars were proficient in English and Latin, as well as French, and wrote down whatever was dictated by those signs

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<sup>1</sup>As some of my remarks concerning the Braidwoods (incorrectly quoted in the newspapers) have given offense to some of the descendants. I think it only right to print, in the Appendix, a letter defending the position of Thomas Braidwood (Senior), written by an American member of the family, and published in *Science*, January 6, 1888, Vol. XI, page 12. See Appendix A.—A. G. B.



with the promptitude and facility represented by the Abbe de l'Epee.

"He found, however, that the Abbe Sicard had wholly set aside teaching them *Utterance* alleging that the benefit of it to the Deaf was by no means adequate to the trouble of acquiring it; assigning reasons to which the editor, who had himself had occasion to observe its utility, could not subscribe.

"Conversing with the scholars by means of writing, he (the editor) happened to signify to one of them, of conspicuous parts and intelligence, that Deaf persons were in England taught to *speak*. The youth was instantaneously struck, as if electrified; then, upon recovering himself, ran with eagerness round the school to impart the information to his companions, and afterwards expressed an anxious wish to be carried to England to learn the art of *speaking*."—(De l'Epee Translation of 1801, Translator's Preface.)

Francis Green seems to have been residing in England at this time, merely visiting Paris in 1790 and 1791. "Upon his return from France" he renewed his efforts to establish a charitable institution in London for the education of the Deaf. He was then pleased to find that a movement, remotely inspired by his earlier efforts, had already been started in London by others. He immediately abandoned his own plans and aided the promoters to carry out theirs; and at last he had "the happiness," he said, of seeing it effected:

"The project of forming an institution in London for the education of them, which the Abbe de l'Epee mentions to have been in agitation in 1784, proved abortive. The editor, reflecting upon his return from France how peculiarly necessary an establishment was for the relief of the indigent Deaf and Dumb, and conceiving that it could not be very difficult of accomplishment in a country where charity is ready to extend her hand to every object of compassion, set about the undertaking.

"Having brought it into some degree of forwardness, he was pleased to find that two or three gentlemen had begun to take steps on a similar project. Without contending for the priority of the design or thinking it of any importance to ascertain whether some distant

communication of his own ideas on the subject had not first operated on their philanthropy, he cheerfully united his endeavors to theirs to carry it into execution. He has had the happiness of seeing it effected. An Asylum for the Support and Education of the Deaf and Dumb children of the Poor, was instituted in 1792, in the Grange Road, Bermondsey, under the patronage of the Marquis of Buckingham." <sup>1</sup>—(De l'Epee Translation, 1801, Translator's Preface).

This was the first free school for the deaf ever established in any English speaking country; and it still exists, as the Old Kent Road Institution in London. Francis Green's name does not seem to have been publicly connected with it in any way, but his philanthropy was of so broad a kind, that he was satisfied with the fact of the existence of the school, without claiming that personal recognition which was his due.

#### HIS DE L'EPEE TRANSLATION OF 1801.

In the hope "that the publication may prove serviceable in extending the benefit of that Institution to still greater numbers," and "enable every person, who is disposed, to become an Instructor of the Deaf and Dumb," he published anonymously (1801, July 13), an English Translation of a work by de l'Epee, entitled:

"The method of educating the Deaf and Dumb: Confirmed by long experience. By the Abbe de l'Epee, translated from the French and Latin. London, 1801."<sup>2</sup>

This was reprinted by the *Annals* in 1860 (*Annals* XII, 1-132), but without the Translator's Dedication and Preface. It was there entitled "The True Method of Educating the Deaf and Dumb: Confirmed by long experience." This, although a correct translation of the name given to the work by the Abbe de l'Epee, was not quite correct as a transcription of the title—

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<sup>1</sup>The copy of "*Vox Oculis Subjecta*" in the library of King's College, Windsor, Nova Scotia, and several (if not all), of the copies known to exist in the United States contain a post-script in the handwriting of Francis Green, facing the title-page, to the following effect:

"P. S. Since the publication of the following, a public, charitable Institution has been happily effected in *England* under the Patronage of the Duke of Buckingham, and other Benevolent Characters."—A. G. B.

<sup>2</sup>See Appendix B.—A. G. B.

page published in England in 1801. Francis Green called it "The Method"—not "The True Method"—of educating the deaf and dumb ; and, in the Translator's Preface, he says :

"Without attempting to prescribe the best or readiest method of this tuition, the following treatise, it is conceived, will enable every person, who is disposed, to become an instructor of the Deaf and Dumb. It shows the facility of their tuition to be far beyond what is commonly imagined. It furnishes the means. It points out diversity of means ; for, although it maintains the superiority of methodical signs for that end, it does not preclude the use of every other system or method that may be more convenient; it mentions the existence of other contrivances; and it is minute in the detail of instructions for teaching Articulation. Divested of all application to the system of signs, it contains accuracy of knowledge and information, which, to whatever method adapted, or by whatever means conveyed, will be highly useful in the education of the Deaf and Dumb; which no one will peruse without pleasure, and few without improvement."

The Translator's Preface reveals the fact that Francis Green was disappointed with the Braidwood family; and appreciated the true philanthropy of the good Abbe de l'Epee, who had devoted his life to the poor, without emolument.

De l'Epee died in 1789, and in 1801 (only twelve years afterwards), was almost forgotten. Francis Green set himself the task of rescuing his writings from oblivion, and "preserving to the world all the literary labors of such a man."

He says:

"Curiosity, now awakened, will be ready to demand some particulars of one whose genius and whose labors place him amongst the illustrious benefactors of mankind: But, unless in transitory sheets preserved only by accident, in local works not easily consulted, or in recent publications which there has been no opportunity to obtain, no biography, nor notice, of the Abbe de l'Epee is to be found (with a single exception) besides what is furnished by his own volume, here translated, and the historical drama of which he is the hero, lately

produced in France by Mons. de Bouilly. Thus, it is possible, that he whom France acknowledges as the greatest character she hath yet produced, might have sunk in the stream of oblivion, but for the casual glance of a poet whom a law record (*Causes Celebres*) suggested the idea of exhibiting him on the stage. \* \* \* \*

It is to be lamented that the Dictionary of Signs undertaken by the Abbe de l'Epee, which he mentions to have been considerably advanced, cannot be produced to aid the cultivation of his system. As he did not live to finish that work, the editor, stimulated by a desire of promoting the instruction of the Deaf and Dumb, as well as of preserving to the world all the literary labors of such a man, made diligent inquiry at Paris concerning the manuscript; but without success.

"Former works upon the tuition of the Deaf and Dumb are confined chiefly to instructions concerning *Utterance*; containing very little concerning *Grammar*, or the acquisition of knowledge. The Abbe de l'Epee's without slighting the former object, is directed chiefly to the latter, as the more important of the two.

"The publications of Wallis and Holder, will furnish instructions sufficiently copious and exact for the articulation of sounds purely English; to which the Abbe de l'Epee's tract on *Utterance*, forming the second part of his work, is meant as an Appendage, not a substitute: As it contains useful observations not in theirs, it is translated that every particle of information on the subject may be preserved."—(De l'Epee Translation of 1801, Translator's Preface.)

Francis Green gave copious references to early writers upon the subject of the education of the deaf,—in *Vox Oculis Subjecta*, 1783—in the "Translator's Preface" of the De l'Epee translation of 1801,—and in a letter published in the *New England Palladium* (a Boston newspaper), November 11, 1803—all of which appeared anonymously.

In these writings, for the first time, the literature of the world on this subject was brought together, by title and by specific reference, so that teachers of the deaf could ascertain what others had done before them.

In his preface to the De l'Epee Translation of 1801, Francis Green says:

"The productions we have enumerated have at no time been generally disseminated; they are at present to be found only in some public repository, or private collection of the curious; and their titles are known but to few. Not one of the authors of them knew (if the declarations of each are to be credited) that his performance had been preceded by any other performance upon the same subject."

#### HIS DE L'EPEE TRANSLATIONS OF 1803.

Francis Green seems to have been touched to the heart by the pure, unselfish life of the deceased Abbe de l'Epee. Not satisfied with translating into English, in 1801, his latest work, he continued his self imposed task in America, and in 1803, translated and published in Boston, Mass., quotations from the earlier writings of de l'Epee, under the title of:

"Extracts from letters of the celebrated Abbe de l'Epee, written in 1776, translated by Francis Green, Esq., of Medford."<sup>1</sup> (These appeared in the columns of the *New England Palladium*.)

In the "Appendix to Letter I," which does not seem to have been republished since it first appeared (1803, July 26), de l'Epee expresses his high appreciation of the value of oral instruction. For example, de l'Epee says:

"The world will never learn to make eyes and fingers travel post haste in order to have the pleasure of conversing with the deaf and dumb.

"The only way of totally and entirely restoring those in this predicament, to society, is to teach them to understand what is said, *by their sight* and to express their own ideas and sentiments, *with their voices (viva voce)*."

The rest of the article occupies about one half of a column of the *Palladium*.<sup>2</sup> (An independent translation by Dudley George, appeared in the *Annals*, in 1808.)<sup>3</sup>

<sup>1</sup>Reprinted in the *Annals*, XIII, 8-28, with the exception of the "Appendix to Letter I."—A. G. B.

<sup>2</sup>The article is reproduced in full in this number of the REVIEW.—ED.]

<sup>3</sup>See "The Abbe de l'Epee and the teaching of speech," *Annals*, 1808, XLIII, 316-326.—A. G. B.

It is possible that other translations from the writings of de l'Epee may also have escaped notice, and still lie buried in the columns of the long extinct *Palladium*; for Francis Green, in his Autobiography, refers to publications of his in the Boston newspapers (the *Palladium* especially) not only in 1803, but also in the years 1804 and 1805. A file of the *Palladium* for 1803, preserved in the Congressional Library in Washington, D. C., has been thoroughly examined, but files for the years 1804 and 1805 have not yet been discovered.<sup>1</sup>

HE PLEADS FOR A FREE SCHOOL FOR THE DEAF IN  
AMERICA, 1803.

In the *Palladium* for June 14, 1803, Francis Green published (anonymously):

“A CARD To the Reverend the Clergy (of every persuasion and denomination) of the State of Massachusetts.

“In order to ascertain the number of *Deaf and Dumb*, in this Commonwealth (the state, and practical improvement of whose condition, have lately very greatly excited the attention of the world), many benevolent characters are desirous that authentic return of the individuals *in that predicament*) of every Township, Parish, Congregation or community, in *Massachusetts* might be transmitted to the Capital, by the respective ministers, specifying the *Names, Sex, Age, Residence* and Circumstances of each *Deaf and Dumb* person.

“And as the motive is the probability of eventually ‘promoting the cause of humanity and alleviating its miseries’ it admits not of a doubt that every gentleman of the Ministry will readily concur therein: They are therefore (with confidence) respectfully solicited to send, as soon as convenient opportunities may occur, *without postage or expense* as particular an account as may be of all such *Deaf and Dumb*, within their knowledge enclosed under cover to Mr. James White, bookseller, Court Street, Boston.

(signed) PHILOCOPHOS.”

Then followed communications under his own name, “Francis Green, Esq., of Medford,” published in the *Palladium*

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<sup>1</sup>Complete files for 1804 and 1805 have just been discovered in the Public Library, Boston, Mass. They are now being searched for articles by Francis Green.—A. G. B.

July 15, July 19, July 26, August 2, and August 30, 1803. (These included the de l'Epee translations.)

He followed this up (October 7, 1803) by another communication from *Philocophos*, republishing the "card" of June 14 (with slight verbal alterations), with a request "that the other printers of newspapers in this state would also be pleased to give it a place in theirs."

The "Card" from *Philocophos*, was republished a third time (*Palladium*, October 14, 1803),<sup>1</sup> on the ground that it had been inserted in only "a part of our papers of Friday last, but, as it was not in many of those sent into the country, its republication is considered necessary."

In reply to these appeals Francis Green received the names of seventy-five deaf-mutes in Massachusetts, "and many of them very fit subjects for instruction," and he calculated, from the proportion of population in the different States, that "there must be nearly Five Hundred now existing in the U. States of America."—(Autobiography).

This was the first Census of the Deaf ever taken in America, and the object was to show the need for an American School for the Deaf.

The appearance of Francis Green in the *Palladium* under two distinct names (*Francis Green* and *Philocophos*) led to a rather amusing incident in his campaign. Francis Green was attacked, and "*Philocophos*" took up the cudgels in his defense!

On November 1, 1803, the *Palladium* stated that: "The method of instructing the deaf and dumb ascribed to the Abbe de l'Epee, is now said to have been invented by M. Pereire, a Spaniard."

"*Philocophos*" replies to this in a rousing letter to the editors of the *Palladium* (published Nov. 11, 1803). He takes exception to the statement about Pereire and gives a one column lecture upon the art of instructing the deaf and dumb, with historical notes concerning the early writers upon the subject—a scholarly communication.

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<sup>1</sup>The Card, as it appeared in this issue of the *Palladium*, has been reprinted by Dr. Samuel A. Green (*Annals*, XIII, 6.)—A. G. B.

In the Autobiography of Francis Green, the object of his appeals to the public through the Boston newspapers, is described in the following words. After stating that he took up his residence in Medford in 1797, and that he had been made a member of the "Humane Society" at Boston, in 1798, he says, (speaking of himself in the third person):

"He" (Francis Green) "has since filled up some of his vacant and leisure hours, at Medford, with his humble Endeavors to disseminate (in this country) the knowledge of the practicability of the important art of instructing the deaf and dumb to speak, and converse intelligibly (*viva voce*) as well as of educating them in fullest manner (by various publications of his, with extracts from the Abbe de l'Epee's letters, &c., in the Boston newspapers (the *Palladium* especially) in 1803-4 and 5) in hopes this (*his native Land*) might eventually, if not speedily, experience an *alleviation of human misery* in this instance similar to other nations (viz. Europe) where public seminaries, have with success, of late years, been effectually established; but the success of his well-meant Efforts will depend on the disposition of the public."

His communication to the *Palladium* (July 15, 1803), introducing the de l'Epee Letters, contains, in the translator's note, this very beautiful and touching appeal:

"Were the means allotted by Providence adequate to the feelings and wishes of the translator of these pages, (composed by that learned, pious, benevolent, ingenious and excellent Christian, the Abbe de l'Epee) America, the translator's native land, should have the honor of immediately being *one* of the nations that should exhibit to the world a *new species of charity* in a Public Institution or Academical Establishment, for the purpose of rescuing from ignorance and comparative uselessness, that unfortunate class of our fellow creatures the naturally *deaf*, commonly called the *Deaf and Dumb*.

"If the translation of this work into our own language, or if any preceding<sup>1</sup> or subsequent endeavors to

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<sup>1</sup>"Vide '*Vox Oculis Subjecta*' published in London, 1783, by F. Green." (This foot-note was in the original publication, and constitutes a public acknowledgment of authorship, made by Francis Green himself, in the *Palladium*, in 1803.—A. G. B.)



propagate the knowledge of the practicability of this extraordinary art should excite a generous public, or an opulent individual, so as to produce that effect in this Western Hemisphere, so obviously destined to be the theater of many millions of future co-temporary actors, (of which a certain proportion will always be of that class) the translator's ardent wishes may thereby one day be effected;—and in that case he will not have lived *altogether* in vain.

FS. GREEN."

For three years, 1803, 1804, and 1805, he continued his public efforts for the establishment of an American School for the Deaf; and in 1805, he very generously offered to donate for this purpose the profits of a book he had translated (Tasso's "Jerusalem Delivered.")<sup>1</sup>

"But," he says, "The *Philanthropy and Charity* of the present aera seem to be elbowed off from the stage, by the predominant speculations of the *Banking Mania*, and the universal lust of *Lucre*.

"Neither *Compassion, Humanity, nor Taste* are likely to avail. '*Crescit amor nummi, quant ipse pecunia crescit.*' The lust of Lucre keeps pace with the increase of Pelf. 'O Tempora! O Mores! Oh The Times! Oh The Manners!'—(Autobiography, 1806.)

These seem to have been his last words upon the subject. He died in Medford, Mass., on the 21st of April, 1809, without having accomplished the object he had so much at heart.

#### HIS CLAIMS TO RECOGNITION.<sup>2</sup>

Francis Green was the unknown Translator of De l'Epee; and the anonymous author of "*Vox Oculis Subjecta: A dissertation on The most Curious and Important Art of imparting Speech and the Knowledge of Language to the naturally Deaf, and (consequently) Dumb.*"

He was the first to collate the literature of this art; the

<sup>1</sup>See Appendix C.—A. G. B.

<sup>2</sup>This succinct statement of his claims to recognition was prepared conjointly by Dr. Joseph C. Gordon and myself.—A. G. B.

earliest American writer upon the subject; the first to urge the education of the deaf in this country; the pioneer-promoter of free schools for the deaf—both in England and America; the first parent of a deaf child to plead for the education of all deaf children.

A tablet<sup>1</sup> has been erected to his memory "By the Parents of Deaf Children in his Native City," in the porch of the Horace-Mann School for the Deaf, in Boston, Mass.

(*To be Continued.*)

## APPENDIX A.

### THOMAS BRAIDWOOD AND THE DEAF-MUTES.

[From *Science*, Jan. 6, 1888, Vol. XI, p. 12.]

In a foot-note to a page of Sir Walter Scott's "Heart of Mid-Lothian," I read, "'Dumbiedikes' is really the name of the house bordering on the King's Park (Edinburgh,) so called because the late Mr. Braidwood, an instructor of the Deaf and Dumb, resided there with his pupils."

Now, I happen to know that Thomas Braidwood sold his estate (that goes by the name of our family, and is situated next to the Duke of Hamilton's, some twenty miles beyond Glasgow) in order to use the proceeds to start his institution for educating

<sup>1</sup>Presented to the Horace-Mann School on the 10th of November, 1897, by "The Boston Parents' Education Association for Deaf Children." See Annual Report of the Committee of the Horace-Mann School. Document No. 14, 1898. This report contains the "Address of Hon. Samuel A. Green, at the Horace-Mann School for the Deaf Nov. 10, 1897," upon his kinsman Francis Green. The proceedings attending the ceremony of presentation were reported in the Boston newspapers, Nov. 11, 1897.

A brief outline of Francis Green's life was published by Dr. Samuel A. Green in a communication to the *Gallaudet Guide* in 1860; and another account by the same author appeared in the *Annals* in 1861, under the title "The Farliest Advocate of the Education of Deaf-Mutes in America" (*Annals* XIII, 1-7).

For other references to Francis Green see "Biographical Sketches of Loyalists of the American Revolution" by Lorenzo Sabine, Boston 1864. Vol. 1, pp. 492-496; Appleton's *Cyclopedia of American Biographies*; Twenty-fifth and Twenty-eighth Reports of the New York Institution for the Deaf and Dumb; History of the New York Institution published by the Volta Bureau; Historical Notes by Dr. E. A. Fay, in the introduction to "Histories of American Schools for the Deaf," published by the Volta Bureau; *American Annals of the Deaf*, I, 188; XII, 258; XIII, 8; XIV, 67.—A. G. B.

the deaf and dumb; and if Professor Bell, in his address at the Gallaudet anniversary, a notice of which is published in *Science*, of December 23, meant it as a reproach to the memory of Mr. Braidwood, when he says the school "was a money making institution," and that its principal "had bound all his teachers under a heavy fine not to reveal his methods to any one," it may be pertinent to ask if, under the circumstances, it was not only prudent, but a duty of Mr. Braidwood, to make his institution pay its own way. His all was involved in it; and, had he not used what some people would call a necessary precaution, his school might have perished for want of funds, and himself been impoverished. At all events, that is the view his relations take of the matter.

And when one reviews the dreary centuries preceding, when every now and again some gentle soul proposed to educate the deaf and dumb only for it to drop out of thought again, perhaps it would be best to guard with caution the acts of him who staked his entire wealth in the venture, and spent forty-six years of life in establishing as a living fact what was but as a grand dream for centuries.

(Signed) THOMAS W. BRAIDWOOD.

Vineland, N. J., December 29, 1887.

## APPENDIX B.

"THE METHOD OF EDUCATING THE DEAF AND DUMB:  
CONFIRMED BY LONG EXPERIENCE. BY THE ABBE  
DE L'EPRE, TRANSLATED FROM THE FRENCH AND  
LATIN. LONDON, 1801."

The French original appeared in Paris in 1784. Copies of the English Translation of 1801 may be found in the Hartford, Washington, and Mt. Airy Schools for the Deaf.

In 1860 the Editor of the *Annals* (then Prof. Porter) rightly credited the translation to Francis Green, but denied it in 1861. (*Annals*, XII, 258; XIII, 7.)

A few years ago Dr. Joseph C. Gordon discovered that the Translator's Preface contained internal evidence that it was written by Francis Green.

This led me to examine the original Autobiography of Francis Green with care for some acknowledgment of the authorship.

The acknowledgment was found in the following words:

"F. G. also translated the whole of the Abbe de l'Epee's book on the manner of his instructing the deaf and Dumb, entitled *Institution des Sourds et Muets*."

This passage has already been made public by Dr. Samuel A. Green (*Annals*, 1861, XIII, 7.); but it has usually been considered to refer to the extracts from the letters of de l'Epee translated by Francis Green, and published in the *New England Palladium* in 1803, (See *Annals*, XIII, 7,) although these were, confessedly, only "Extracts," and not a whole book.

I discovered the fact, however, that the paragraph quoted above appears, in the original Autobiography, as a postscript, or supplementary note, written upon the margin of a page in the handwriting of Francis Green, showing that reference to the matter had been omitted from the Biography, as first prepared. The passage does not, therefore, refer to

—"extracts from the Abbe de l'Epee's Letters &c. in the Boston newspapers (the *Palladium* especially), in 1803-4 and 5,"—

which were already mentioned (as above quoted) in the body of the Biography.

He—"also"—he says, translated "*the whole*" of the Abbe de l'Epee's book on the manner of his instructing the deaf and dumb, entitled, *Institution des Sourds et Muets*.

In the English translation of 1801, the Author's Preface begins as follows: "The work which I now present to the public, is, properly speaking, a second edition of that which appeared in 1776, under the title of 'Institution of the Deaf and Dumb, by the way of methodical signs,' which is entirely sold off." In the original French edition this reads: "*Institution des Sourds et Muets*," etc.

I mention these facts here, because I do not think it is generally known, or has previously been stated in print, that the unknown translator of de l'Epee has at last been fully identified.

The English Translation of 1801 had entirely disappeared by 1819, according to Arrowsmith, who was inclined to think

that the edition had been suppressed. He produced it again, in the second part of his work, with notes; "though, whether the same translation, or a new one of his own, we are not informed," (*Annals*, 1849, II, 50)."—A. G. B.

APPENDIX C.<sup>1</sup>

"FOR THE BENEFIT OF THE DEAF AND DUMB.

BOSTON, AUGUST, 1805.

PROPOSALS, FOR PUBLISHING BY SUBSCRIPTION,

AN ELEGANT AMERICAN EDITION OF TASSO'S

JERUSALEM DELIVERED, BEING A

PROSE TRANSLATION, (AFTER THE

MANNER OF FENELON'S

TELEMACHUS).

BY FRANCIS GREEN, OF MEDFORD, A. M. H. S. S.

CONDITIONS.

1st. The profits arising from the sale (if any) to be applied as a subscription sum towards creating a Fund for establishing a School or Charitable institution for the instruction of the Deaf and Dumb, and others having Impediments in Speech, whenever that desirable purpose can be effected.

2nd. The whole work to be comprised in two neat octavos printed on good paper, with a large and distinct type, containing from 300 to 400 pages in each volume.

3rd. The price for each volume (in boards) to subscribers for a set or sets (under 12) to be 1 dol. 25 cts. Those who subscribe for 12 to have one more gratis.

4th. As soon as a subscription is effected, sufficient to defray the charges of publishing, the work will be put into the press and completed for delivery without delay, at the Bookstore of Messrs. White, Burditt & Co., Court Street.

This beautiful, and highly celebrated Epic Poem, of 20 cantos, an elaborate compound of historical facts and interesting poetical fiction, abounding in all the machinery of Poetry, and inferior to none, perhaps, (the prior poems of the *Iliad* and *AEnid* excepted) has no translation of this kind in the English language; and on examination with Hoole's elegant versified edition, this is thought, by competent judges, not to suffer by the comparison; nor to do injustice to Tasso. Subscribers it is presumed will therefore experience a double gratification on this occasion."

<sup>1</sup> From the *COLUMBIAN (Massachusetts Federalist) CENTINEL*, Boston, (Mass.,) Saturday, September 21. 1805. First column, first page of the paper, under department heading, "New Advertisements."—A. G. B.

## ON TEACHING THE DEAF TO UNDERSTAND LANGUAGE AND THE DUMB TO SPEAK.<sup>1</sup>

[From the Medical Repository<sup>2</sup>, New York, 1804.]

The following account of the celebrated institution of Mr. Braidwood, in Scotland, was communicated to Dr. Mitchell, some years ago, by Mr. Richard Bagley, Esq., the late highly respected Health Officer, of the Port of New York, to whom it had been addressed by one of his friends, an anxious father who had placed an unfortunate, deaf child under the tuition of that successful instructor, of those who possessed not the same sense of hearing.

It was written at London, in 1781, and is now published with the desire, that it may excite some attention to that class of persons, in our country, who are considerably numerous:

"The extraordinary and curious nature, of a discovery, very important to the human race, induces me to be particular in giving you an account of the observations I had the satisfaction to make lately, on my visit to Mr. Braidwood's academy in Edinburgh for teaching the deaf and dumb, as well as for removing impediments in the speech of those who hear, especially as I conceive, setting aside my own particular interest therein, that is an object well worthy the consideration of the benevolent part, of the literati in every quarter of the world.

"Upon my first interview with my son, who was impatiently waiting to receive me, he distinctly addressed me, *viva voce*, with 'How do you do, dear Papa,' and several other questions and answers.

"I then delivered him a letter from his sister, which he read without hesitation, not only in an audible manner, but with significant gestures, accompanying his pronunciation of many words such as write, letter, Papa, &c., which plainly proved that his ideas of their meaning were as clear, and just, as his articulation was proper and intelligible.

"I remained at Edinburgh near six weeks, and was every day at the academy. During this time I had the ineffable pleasure of marking the daily progress of improvement in my boy, and in the other pupils, as respected the knowledge of language and the

<sup>1</sup>A reproduction of the article referred to in "Historical Notes," pages 42 and 43, in this issue of the REVIEW.—ED.]

<sup>2</sup>The Medical Repository, and Review of American publications on Medicine, Surgery, and the Auxiliary branches of Science, 1804, Vol. II (for May, June, and July), pp. 73-75.

The "anxious father" referred to in the article, was Francis Green of Boston; and it is his letter of 1781 that is republished here.—ED.]

actual acquisition of rational beings, SPEECH, from which by some unaccountable defect, in the obtruse organ of hearing, they had seemed to have been irremediably precluded.

"By the means of this interesting art (from the creation unknown until this last century) a certain portion of the human species is rescued from uselessness, ignorance and lamentable inferiority and rendered capable of every useful accomplishment, every degree of erudition, and pleasure of social conversation and enjoyment.

"I have seen many in this predicament, one of whom is principal officer in the Custom-House at Leith, a very gentleman-like, agreeable companion.

"There is at present, one of these pupils at one of the universities, and I have not a doubt that Charles, if he live to a state of manhood, will be as thorough a master of languages, as any in this kingdom.

"As a specimen of the degree of proficiency to which such persons are capable of arriving, I enclose<sup>1</sup> one composition, among many that I have, consisting of twelve lines, in poetry, written by one of them, on seeing Garrick act a few years ago. You may depend upon its being absolutely the unassisted performance of one whom I know personally.

"Many authors have lately mentioned this institution, as one of the most remarkable, of the present, or indeed, of any other time: Pennant, Johnson, Arnot, Lord Monboddo, and others, notwithstanding which, such is the astonishing nature of it that it seems generally incredible.

"The powers and faculties, of naturally deaf people vary, and one graduated as far as among others who have the sense of hearing. But, there appears in the former an universal appetite for knowledge, and of course, what to young persons commonly seems a tax, upon their time, and pleasures, and is really a task, is undertaken with avidity by those, as the highest gratification, so fond are they of all sorts of learning.

"From this it is not improbable, I think, that among this class of men, some uncommon genius may arise, whose turn for study (and attention to pursuits, to which want of hearing may be rather favorable than otherwise), may be so great and successful in the arts and sciences, as that he may arrive at new excellencies, and not only eclipse the lustre of all others in some particular arts, but what seems paradoxical, throw new light and perspicuity, upon metaphysical researches, which persons with all their senses, have never attained to, this perhaps you will think enthusiasm.

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<sup>1</sup>This is unluckily wanting.

"It would be impossible to recite the various instances, of mental and literary qualification, I have had conviction of. Suffice it to say, that Mr. Braidwood, by his ingenuity, and talent, doth teach them in effect to hear, and in reality to speak.

"His method in general, is this, he first instructs them to sound the vowels, next to place the tongue and lips in such position as to form with the consonants monosyllables. Thus, by perseverance and close application he brings them gradually to know how to articulate any word, that is expressed by characters, either in print or manuscript. And in this manner, by experience and great attention, to his mouth, his pupils learn, to understand, without hearing what is pronounced or said. Consonant to this, is the motto he hath adopted, '*Vox Oculis Subjecta.*' His crest is a bird charmed by a serpent.

"My son hath made uncommon proficiency for the time, not only in speaking, but in reading, writing, and drawing, and bids fair to make a respectable figure in life, notwithstanding his misfortune of deafness.

"Having referred several of my friends at New York to you for these particulars, I will be obliged to you to communicate them to all such, and should wish, for the sake of humanity, that the knowledge of them might be universal."

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## THE ONLY METHOD OF COMPLETELY RESTORING THE DEAF AND DUMB TO SOCIETY.<sup>1</sup>

BY THE ABBE DE L'EPEE.<sup>2</sup>

The world will never learn to make eyes and fingers travel post-haste, in order to have the pleasure of conversing with the Deaf and Dumb.

The only way of totally and entirely restoring those in this predicament to society, is to teach them to understand what is said *by their sight*, and to express their own ideas and sentiments, *with their voices*, (*viva voce*.)

We have succeeded therein, in a great degree, with ours, altho' we did not live in the same house with them, and they came to our sessions only twice a week.

It is really nothing to say, they are capable of writing by the

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<sup>1</sup>A reproduction of the article referred to in "Historical Notes," page 57, of this issue of the REVIEW.—ED.]

<sup>2</sup>"Extracts from letters of the celebrated Abbe de l'Epee, written in 1776. Translated from the French by Francis Green, Esq., of Medford. Appendix to Letter I," published in the *New England Palladium*, Tuesday, July 26, 1803, Vol. 22, No. 7, first page, third column.



dictation of *viva voce*, and understand as if they heard it, I say: In other words, they *virtually hear*.

One of our Deaf and Dumb girls recites her part of the Breviary, or divine service, *viva voce*, with her landlady. She has also repeated, *viva voce*, twenty-eight chapters of the Evangelist, according to ST. MATHEW. All the elder scholars make answers *viva voce*, to questions that require only a reply in the affirmative, or negative with the term of politeness, usual in such instances. They add short phrases, occasionally, such as "*I do not know*," "*I could not*," "*I did not see it*."

A deaf and dumb lad replies to me, of himself, publicly, at mass, every day that a holyday and our day lessons happen to be the same. He maintained, in 1773, a Latin dispute, *viva voce*, according to every rule, and with the utmost propriety, upon the definition of *philosophy*; offered his arguments and proofs, and replied to every objection. (The themes were communicated.) In 1774 more than *eight hundred persons* heard him pronounce a Latin Discourse of four pages.

That is the point of bringing it to perfection and that would be the case infallibly, if *there were academies* devoted to this work.

At present it seems probable the first will be set up in *Germany*, by order of the Duke of *Sax Weymar*. This young Prince having been present at one of our lessons, immediately formed the design of making an establishment of this kind, and then turning himself round towards those of his suite, on the spot enquired of them, who there was among his subjects that would be a fit person for him to send into *France* to be qualified for this sort of education.

The order is given out for the month of October next.

Every other government might very well do the same, without any cost to the *state*, only by settling upon the institution *one moderate benefice*, or several smaller *church-livings*. This most certainly would not be acting contrary to the purpose and intention of the Church of Christ. For my part, I would train up, qualify and provide competent masters and mistresses, who might afterwards conduct and direct their houses of education as they should think proper. This is all I could do, it being my fixed resolution never to place myself at the head of any such house or establishment whatever. I would not refuse, however, to visit them, now and then, if it should be desired.

## REVIEWS.

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### MR. HAVSTAD'S REPORT.

The visit during the past summer of Mr. Lars A. Havstad, as a representative of the Norwegian government, with the mission to inspect the schools for the deaf in this country and Great Britain, is followed by his formal report to his government. This report covers observations, and gives conclusions formed from them, with recommendations which Mr. Havstad offers looking to the securing of certain additions to the curriculum of the schools for the deaf in his country.

The first part of the report is devoted by Mr. Havstad to an account of his journeyings from the day he left Christiania to the day of his arrival home.

It will be sufficient here to note the schools and societies for the deaf visited by Mr. Havstad in this country, in their order. Starting in New York City, he inspected the work in the Wright-Humason school, the Washington Heights school, and the Lexington Avenue school; he also attended service at St. Ann's Church. He next visited the American School at Hartford, the Clarke School at Northampton, and the Western New York Institution at Rochester. He then proceeded to Chicago where he inspected several of the day schools for the deaf and the McCowen school; he also attended a meeting of the deaf at the First Methodist Episcopal Church. Returning eastward he visited the Ohio school at Columbus, and the Mt. Airy and the Bala schools at Philadelphia; at Philadelphia he attended a meeting for the deaf at All Souls' Church. He then proceeded to Washington and was present at the commencement exercises at Gallaudet College. He inspected the work of the Columbia Institution for the Deaf; also the collection at the Volta Bureau. In Boston he visited the Horace Mann School,

and had an interview with Miss Helen Keller and her teacher Miss Sullivan.

Mr. Havstad pleads the vast distances in this country,—even in its cities,—and the time consumed in traversing them, as his excuse for not visiting the Wisconsin schools, for declining invitations to visit Michigan, Minneapolis and Fairbault in Minnesota, Santa Fe, N. M., and Pittsburg, Pa., and for giving up a proposed visit to the Jacksonville, Ill., school.

The report is, of course, printed in the Norwegian language. The following is a translation of that part giving Mr. Havstad's impressions of what he observed and his conclusions:

#### THE AMERICAN INSTRUCTION OF THE DEAF.

After having given the above outline of my trip, I shall first endeavor to describe that part of the American instruction of the deaf, as observed by me, which—in my opinion—is of special interest to us in Norway.

The whole subject presents in America so many different phases, that I must limit my observations to some of the principal points.

In America we find, as in other countries, an opposition between the articulating method [first introduced to any extent in 1867] and what I by common name would call the manual method, embracing both the old sign method and the more modern "written" method.

There are, however, within these two main groups several tendencies differing more or less from each other; and there are likewise transition stages which it would be difficult, from all points of view, to class under either of the two main groups.

As regards the manual method, there has been a tendency for many years to abandon the sign language in instruction, and to use exclusively the hand alphabet and writing. But there is an influential party which would not only permit the deaf to use the sign language outside the class room, but which desires likewise that the pupils shall be instructed in it and practice it. The American sign language is the most complete which exists, and consequently rather difficult to acquire; so that it would take a deaf person a considerable time to thoroughly master it, if left to himself. The party referred to considers this language, which is exceedingly expressive and picturesque, as indispensable for the deaf, especially for the less talented among them; and regards instruction in that language absolutely necessary, although at the same time it is willing to have it as a general rule, excluded from the course of instruction followed in the class room. It is necessary for the deaf, at the present time, to acquire this language to enable them to converse with their fellow sufferers with

any degree of ease; since wherever there is a larger number of them together, they will, from time immemorial, use it exclusively for communicating with each other.

On the other hand, the advocates of the purely written method maintain that their opponents overestimate the usefulness of the sign language and underrate its tendency to interfere with the quick and thorough acquiring of the general language. They endeavor to prevent the pupils from using the sign language outside of class hours and desire that they should at all times express themselves by means of the hand-alphabet or by writing.

Between these two extremes we meet with several more moderate views, most of which are that, as long as the sign language has in actual life become the usual method of communication among deaf persons, it should be tolerated, but kept out of the course of instruction in the class room.

Most persons who have given attention to the subject—and this applies likewise to the advocates of the articulating method—are of opinion that “expressive movements of the hands” and mimics of the face should be allowed. But there certainly is some difference of opinion as to where the line should be drawn between such mimics and the signs, and some will not allow much more than what normal human beings use in spoken conversation.

In order to fully understand what part the sign language, in the proper sense of the term, plays in America, it should be remembered that it is possible to express in this language, without the aid of the hand alphabet and of writing, nearly everything that a human being would want to communicate to others, with the exception of names, rare words or philosophical or abstract terms. In Europe we have nothing answering to this fully developed sign language, not even in France where that language originated, and where the signs have been considerably simplified since the days of Abbe Sicard. When an American preacher or missionary for the deaf speaks to his congregation, his speech consists almost exclusively of signs, with a very small sprinkling of words expressed by “manual spelling,” i. e., by the hand alphabet. The very opposite is the rule in England. There, the signs—in a much less developed form than in America and even in France—are the most common means of communication between less educated deaf persons; but the hand alphabet plays a much more important part, when a preacher addresses his audience. As far as I have been able to judge, signs form, in England, only one-third or one-fourth part of the sermon, the rest is “spelling,” or mimic expressions. It is said, however, that whenever the words of a speaker are translated for the deaf by a person standing by his side, the translation becomes in England somewhat free, while in America the translator for the deaf is better able, through the sign lan-

guage, to reproduce for the benefit of the deaf audience, all that the speaker says.

It is my decided impression that in America, where the deaf are quite numerous in the large cities, the sign language is a fact which cannot well be passed by, and which the schools must sooner or later teach. It will be understood what power this language must possess in a country where there are about 50,000 deaf mutes and where in the city of New York there are more than 2000, forming a community within the community.

In America the sign language of the deaf does not differ much in the different places; although there are "dialects" as in the spoken language. In Great Britain and Ireland there are considerable differences in the language used in the different parts of the country: so that it may happen that a deaf person from one part finds considerable difficulty in understanding a deaf person coming from another part. In Ireland, moreover, the one hand alphabet is used almost exclusively, whilst in England and Scotland the two hand alphabet is used.

Some of the foremost advocates of the articulation method, especially in England, think that it is their duty to combat the tendency of the deaf to keep each other company, by endeavoring to prevent them from forming societies for the deaf, or from joining such societies. In my opinion, this means to begin the work at the wrong end. There is no use to fight the effects without fighting the causes. Dr. Bell takes a more correct view of the matter. He has come to the conviction that the tendency to flock together is mainly a consequence of the common education in the large institutions, and he, therefore, directs his attacks against these. For my own part, I consider the tendency of the deaf to seek each other's society both natural and justified. But it should not, as is the case now, be a matter of necessity but one of sympathy, just as it is with all people who have common interests.

As regards the articulation method, different views are also held by different people. As in Europe there are more or less vigorous efforts made to exclude the sign language as a means of communication among the students. The greatest interest, however, to us, is presented by the two kinds of teaching by articulation. The one, whose principal representative is Miss Caroline A. Yale of Northampton, follows in all essential points the method which is in general use in Europe, i. e., the scholars first learn the different sounds, and later words and sentences. The other method advocated by Dr. Bell, commences with words and sentences [or more correctly stated, with sentences and words] which the children learn to know by writing and lip-reading (or vice-versa), before they are made acquainted with the proper pronunciation of the different sounds. The first method is called the "element" method, the second the "word and sentence method."

Whilst many professional men in America consider the hand alphabet, as well as the signs, as being hurtful to the articulation method, there are others, amongst the rest Dr. Bell, who think that the hand alphabet resembles writing in the air; and that there is no objection to have the deaf who are instructed by articulation, made acquainted with the hand-alphabet, but that they should not be allowed to use it as a substitute for articulation. But opinions differ as to the extent to which this should be allowed. I shall return to this subject when I speak of the Rochester school.

As I have mentioned, Dr. Bell vigorously attacks the sign language. As this language prevails among the deaf, he is fully aware of the fact that if it is to be attacked effectually, the deaf must be brought into surroundings which no longer render it necessary to use the sign language as their natural mode of expression. i. e., they must be kept out of the large institutions where the sign language has been handed down from generation to generation, and they must not, when entering upon real life, become members of one of the large "deaf-mute communities."

Dr. Bell, therefore, aims at a radical decentralization. He wants the deaf children instructed, as far as possible, in the home or near the home, according to a method which gives them the greatest possible command of the common language of the country. He has opened a campaign for the establishment of small day schools in towns and villages; and has succeeded so far that the States of Wisconsin, Illinois and Ohio have adopted laws which guarantee the establishment of this system. The general principle is this, that wherever five deaf children can be gathered together a request can be made for a teacher to instruct them. [After this had been written, Dr. Bell kindly advised me that the State of Michigan had in the summer of 1899 adopted a similar law. In Michigan the minimum number of pupils is fixed at three.]

Dr. Bell's observations made to me, embraced two points: the best method of teaching the deaf to speak, and the best system of schools for the deaf. As regards the first point, he was decidedly in favor of beginning with words and sentences, a method which he himself had followed.

He said, amongst the rest, that if we were to teach those children who are in full possession of the sense of hearing according to the same method which we follow as regards deaf children when we use the element method, they would never learn to speak. We cannot teach them to say p, p,—s, s,—v, v, etc. We speak to the hearing child by using complete sentences, not slowly and distinctly, but quick and in the manner of an every day conversation. Thereby they quickly learn to speak. The whole is more important than the parts.

As regards the day schools, he observed, that the laws in Wisconsin, Illinois, and Ohio provide that whenever as many as five deaf children

can be gathered in one place, a day school may be opened. When a teacher has only a few scholars, he can impart thorough instruction to each one individually; he becomes intimately acquainted with the children's parents or those who take the place of the parents, and he can cause them to supplement his instruction at home, so that the child properly speaking has several teachers [therefore something corresponding to the advantages which normally endowed children enjoy.] He added that the importance of bringing the teachers and the parents in close relation could hardly be overestimated.

In connection with the day schools, Associations of Parents of deaf children have been started, of which there are at the present time 15 or 16. These associations likewise exercise an influence on the spread of the day school system to other states.

In reply to my inquiry: How can the scholars learn the many different subjects which constitute the course followed in a complete school, when there is only one teacher [in most cases a lady.] Dr. Bell stated that deaf children must necessarily have special instruction in special subjects, but that it did not follow that this instruction must be imparted in a school for the deaf. They could very well be instructed in gymnastics and various trades together with hearing children. One class-room in a public school would afford sufficient accommodation for a day school for deaf children, and these children would thus have an opportunity to share the instruction in the above mentioned special branches with the other children.

I raised the objection that a single teacher, either male or female, would hardly be able to impart a knowledge of all the branches to all the children from the smallest to the largest. Dr. Bell replied that what should occupy the foremost place, and embrace everything else, is language, the power to understand and speak the language. As soon as they have mastered the language, the rest comes of itself. Language is best and in the surest manner acquired during the years of early childhood; but then how could a little child be sent away from home? No, the teacher should be sent to the child, not the child to the teacher.

Dr. Bell promised to treat the various questions propounded by me in an article which, he said, would appear in a journal for the deaf towards the end of the year. As soon as I receive this article, I shall forward it to the Department.

As I have stated above, the first American speech-school was established in Massachusetts in 1867. This was done at the instance of Mr. Gardiner G. Hubbard, whose deaf daughter [now Mrs. A. G. Bell] is probably the first person—excepting a few scattered cases without any lasting result—who received speech instruction in the United States. But Dr. Edward M. Gallaudet, President of Gallaudet College, whose principal claim to distinction rests on the fact that he has inaugurated a system

of academic education for the deaf, must likewise be mentioned among the pioneers of speech teaching in America. After a trip to Europe in 1867, he submitted the following proposition to the Directors of the School for the Deaf in the District of Columbia:

"Instruction in set speech and lip-reading should be commenced as early as possible; all pupils in our small schools should receive this instruction, until it is proved beyond a doubt that this instruction remains without result; those pupils who show talent for speaking, should receive this instruction during their entire stay at the school."

It may well be said that thereby the foundation was laid for the so called "combined" method, also called the eclectic method, i. e., a method embracing all other methods. In its original form the combined method aims at instructing all the pupils in the signs, the hand alphabet, and writing, and offering a chance to specially talented pupils to receive instruction in speaking. Subsequently, different kinds of combined methods have developed. It may be said that the kind which approaches most closely to the speech schools proper is the one where a certain number of the scholars are instructed separately according to the written method pure and simple, and the remainder are instructed, also separately, according to the speech method pure and simple. It is difficult to classify the method by which all scholars learn to speak, whilst all are also instructed in the use of the hand alphabet.

Till the year 1884 there were no statistics showing the number of deaf in America instructed according to the different methods. It appears from the statistics taken, though somewhat irregularly, since 1884, that there is a steadily growing increase in the number of pupils instructed by the speech method and a decrease of those instructed by the manual method. Till the year 1891, the increase was towards the combined method, whilst from that time to the present there was a decided increase of pupils instructed by the speech method.

It will also be seen from the statistics that the progressive movement in American instruction for the deaf is of comparatively recent date. But preceding this there was a long period of wearisome and arduous labor, rich in trials and disappointments, but also in victories; and it must be said that during this period the advocates of the manual method, no less than those of the speech method, have contributed their share towards reaching the present happy results.

There is no doubt that in America, as in other countries, the success of the speech method is hindered or retarded by the lack of discerning power and by the exaggerations of its advocates. There are men who try to convince themselves and the public that this method almost obliterates all difference between deaf and hearing persons; whilst it is a fact that only a minority of the deaf, even of those who have received the very best instruction, can easily understand others or make themselves



understood orally, outside of the circle of their every day companions. If we judge matters by the standard of extremely sanguine persons, we will often feel tempted to condemn the speech method. But to obtain the proper point of view, we should judge matters by the proper standard, by what has been accomplished and what can be accomplished: and the general public should be enlightened as to the real advantages of the speech method. It will then be understood much easier why this method, in spite of serious and unavoidable disappointments for those who have raised exaggerated hopes concerning its results, everywhere advances slowly but surely; and in the end we may also have reason to thank those who by their opposition and criticism have brought about a calmer and more patient way of carrying on this important work.

The work done in most of the American schools, not the least in those where the manual method in its old form is still employed, is truly excellent in its kind. The visitor is strongly impressed with the fact that the deaf when the instruction is good and the teachers are efficient, can reach a very high degree of education, regardless of the method employed. It cannot be denied that the sign language has a tendency to limit the power of the deaf to master the common human speech, to a very serious extent; but this does not prevent a bright scholar from acquiring a considerable amount of knowledge.

Before giving a brief description of the schools which I visited, I must call attention to the circumstance that compulsory attendance at school of deaf children only exists to a limited degree in the United States. Even in the Eastern states where compulsory attendance exists on paper, the law is carried out in a very lax manner; whilst in the Western and still more in the Southern states there are not even any laws compelling attendance at school. There are consequently a great many deaf in the United States, especially among the children of immigrants who receive no school instruction whatever.

Here follows a brief description of all the schools for the deaf visited by Mr. Havstad during his stay in the United States, which on account of limited space we are compelled to omit.

#### CONCLUSION.

In America we find much that we possess in Europe in an intensified form. The large schools there are larger than the largest schools in Europe; but on the other hand there are comparatively speaking a great many more small schools, whilst the compulsory attendance at school is observed in a very lax manner, even there where it has been in vogue for a long time, so not a few children never attend school, and many are taken out of school after having been there only for a short time, it must be stated on the other hand that a large number of pupils enjoy a longer and more complete course of instruction than in any European school. The

usual school course in Massachusetts embraces ten years; and the pupils have the privilege of staying two years longer. In the State of New York every deaf person can claim instruction between the ages of 5 and 23; only those however will claim instruction up to the last mentioned age whose early schooling has been neglected. The average course is 12 years. Instruction is free like in the public schools; and as a general rule poor pupils are allowed to live at the school free of charge. There is nothing, however, to prevent well-to-do parents paying for the education and board of their children.

What impressed me even more, during my visit to America, than the length of the course, the profusion of excellent apparatus, and the complete and in many cases elegant way in which the school houses are furnished, was the fact that throughout the entire course, from the Kindergarten to the highest classes, special care is taken to make the pupils think for themselves, and to make them mentally independent.

It was quite characteristic of this system to see the female teacher in the Kindergarten ask her small pupils three, four, or five years old—"What shall we do now?" and then to see that invariably one of the courses proposed was followed. Even the most imperfect attempt of a pupil to have an opinion of his own was encouraged. Mistakes or imperfections were but rarely corrected by the teacher asserting her own view, but rather by a sort of discussion between the teacher and the pupils, or among the pupils themselves, the best view of the question carrying the day. The child is thereby compelled to think more thoroughly the next time, and not always to look to the teacher for every explanation. This system is most fully developed in the upper classes, where the pupils invariably express their personal opinion concerning their studies, and the events of the day. This liberty to form one's own opinion on all subjects, and this liberty within the bounds of the regulation of the school, which the pupils enjoy both in and out of school, so far from leading to willfulness, produces polite and well informed pupils; and I must confess that I have rarely seen children and young persons of such polite manners as the pupils in the American schools. Confidence is placed in them, and they reward this by making themselves worthy thereof.

What particularly distinguishes the American method of instruction from the European is perhaps the highly developed system of object lessons. Action and the exhibition of objects play the most important part during the years when the foundation of knowledge and character is laid; and in the higher classes the rich collections of the school are constantly put to good use.

If the object teaching is highly developed in the kindergarten, and in the lower classes of the school proper, instruction in the other classes is without the least effort led into the right channel, and reaches a

degree of effectiveness which otherwise could not be thought of. This will sufficiently explain the circumstance that knowledge is acquired with greater energy in the middle and upper classes of the American than in the European schools.

The American text books are distinguished by their handsome typography and their many beautiful illustrations, which certainly must serve to develop the child's appreciation of the beautiful. The circumstance that the American schools for the deaf possess a much more complete series of text books than our schools in Europe is simply a natural consequence of the fact that in the upper classes of American schools subjects are taught which, owing to the shorter course, are unknown in most European schools. On the other hand, there is no uniformity in the use of text books. Some schools use books written expressly for deaf children, whilst others use only the books which are used in the public schools, and are, from principle, opposed to special text books for the deaf. Thus, e. g., the books published by the combined school at Hartford are used at the speech school at Northampton, whilst the sign school at Columbus, Ohio, uses the public school text books exclusively.

I mentioned the kindergarten instruction. The necessity for this is recognized on all sides, and the advocates of widely differing methods are agreed on this point. There is only a difference of opinion as to the age at which this instruction should commence, as many persons, among them particularly the advocates of the speech method, say that this instruction should commence at the age of three and even two years, whilst others [among them also oralists] consider a more advanced age—up to six years—as more suitable. I think that, on the whole, the age of five seems to be the one on which most persons agree, whilst many would like to begin at an earlier age, if circumstances would permit.

It is pointed out as a misfortune that the deaf child during the years when its mind is most receptive, owing to its unconsciousness, should be without instruction or guidance. This more than anything else proves a drawback for them as compared with the children who can hear. When instruction is commenced at a very tender age, a better foundation is laid for the acquiring of the common language; and especially as regards the speech method, the use of oral speech, and above everything else, reading, will be furthered and strengthened, if instruction commences in those years when the child's capacity for thinking and reasoning is still in a transition stage from unconsciousness to consciousness.

Apart from the question for a good organization of the schools, the kindergarten question is in my opinion the most important.

At present we have in Norway an eight years' course; certainly a

short time when compared with the 10-12 years' course in America; but as the full use of our eight years' course is not made in a great many cases, because, owing to lack of teachers and other circumstances, the system is not worked to its full extent, our principal aim in the future should be to make the time spent at school more effective. And when matters have improved with us in this respect, the first and foremost care should be to introduce good kindergarten instruction which will prepare the child for the full and effective use of the teaching imparted during the following years and which will prove the best means of counteracting the peculiar defects, which have become a characteristic of our deaf.

The scattered character of our population renders it exceedingly difficult for us to introduce a system fashioned somewhat on the American model. If it is agreed on all sides, that a child should not be torn away from its home, unless the character of the home is such as to render the child's stay there more hurtful than helpful, some means should be found to bring the kindergarten instruction as close to the home, in a large and thinly populated country, as it is in a city with a population of a million where numerous day schools are found in every part of the city.

The question is whether it is possible with us in Norway to furnish the deaf child [and the parents of the child] with suitable directions for the child's development during the important years of early childhood, without tearing the child entirely loose from its parents and home?

I believe that this question can be solved without going to any great expense. But I think it will be wise to go slowly, and endeavor to make an experiment, which need not necessarily be binding for the future.

This experiment would according to my idea, be made in the following manner: an experienced lady teacher should be commissioned to travel through a certain well defined portion of the country and take charge of the deaf children of the ages preceding the school age by two years. She would stay two months a year at every place. Besides imparting kindergarten instruction she would give directions to the parents and other relatives for the treatment of the little ones, which directions would also benefit older deaf persons by spreading the knowledge of making one's self understood by them. As experience has shown that people suffering from deafness congregate together in the different villages, the teacher would certainly be able to take charge of a comparatively large number of children.

But as the principals and teachers of the different schools should likewise keep in constant practice as regards this fundamental instruction, there should be attached—in the beginning to one school only—a little kindergarten class composed of children who either live near the

school, or expressly desire to enter it, or who would be benefited by being taken away from home for a short time. In the kindergarten class the children would, from the very nature of the instruction, not necessarily be classed according to their capability.

As long as this arrangement is still in the experimental stage, there would not be any necessity to add a clause to the law making attendance compulsory during the two years immediately preceding the school age.

I would further propose that cooking be immediately made a subject of instruction in all the schools for the deaf. Deaf girls at present receive too one-sided an education; and on the basis of their education, as imparted at present, they find few other means of earning a living than to work as sewing girls or in factories. Most of them find it utterly impossible to earn a living in any other way. With the instruction in cooking, instruction in other house or farm work might be combined, which would be of special use to country girls. The boys should likewise receive instruction in farm and garden work—more especially in view of the circumstance that four-fifths of the scholars in our schools for the deaf come from the country districts.

I cannot close these observations without expressing the wish that some Norwegian teacher of the deaf, who has full command of the English language be sent to America in the near future, in order to become acquainted with the American system of instruction, and to make a special study of the work done in the kindergarten, the object teaching, the different systems followed in the fundamental speech-teaching, in fact of all those points in which the American system differs from that which is generally followed in Europe. I wish this all the more, as I learned during my stay in America that European specialists very rarely visit America, whilst a considerable number of American specialists have been to Europe and know the European methods and systems. My own journey can really only be termed a hasty glance at a new world; but this new world deserves to be studied thoroughly.

There are, of course, numerous practical arrangements of the buildings, the apparatus, and furniture of the schools in America which deserve the closest study by our Norwegian specialists.

Unless our specialists acquire a thorough knowledge of the American methods followed in object teaching, we cannot very well ask for an appropriation by the government for apparatus, libraries, etc. Although I am fully aware of the fact that our schools are lamentably deficient in everything that is needed—besides the instruction imparted by the teachers—to extend the mental horizon of the scholars, I do not venture, at least for the present, to ask for the necessary means to supply this deficiency.

All I intend by my observations has been to throw out some hints,

which at some future time may lead to definite action. I, therefore, suggest

1. That in our schools for the deaf instruction in cooking and housework be made obligatory for the girls, and instruction in garden and farmwork for the boys.

2. That kindergarten teaching be introduced, as soon as practicable, and that all children during the two years preceding the school age should be taught by this system.

LARS A. HAVSTAD.

Ljan, near Christiana, October 9, 1899.

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### **Forty-Third Annual Report, Texas Deaf and Dumb Asylum.**

The superintendent, Mr. B. F. McNulty, in his report announces the completion of a new industrial and dormitory building for which the state had appropriated \$19,000; he also recounts extensive repairs made to the old buildings to their great improvement. The school is conducted under the combined system of which he says:

The true spirit of the system is to give every pupil in our school a fair trial in the acquisition of speech and not relegate any deaf child to manual instruction until it is evident that the results do not justify the efforts put forth. Oral instruction has made great progress in this country within recent years. The number of the pupils taught by the oral method is steadily growing larger, yet while this is true the practicability of employing the oral method to the exclusion of all others has not been demonstrated, and in the opinion of a majority of those who have made the subject a study, it never will be.

We are aiming at this school to keep abreast with the forward movement in educational methods; it is our desire to teach speech to every child possible, but we prefer not to be overhasty. Every step in advance must be duly considered to the end that nothing will be done that will work a detriment to a single child. The educational interests of our pupils must in every instance receive such consideration as their importance demands, and whatever in the long run would prove a serious obstacle must stand aside. It is proper to say, however, that our experiments are resulting in a steady enlargement of the oral department, and a proportional decrease in the manual department. Last year we had twelve manual and eight oral teachers. This year we have eleven manual and nine oral teachers.

Mr. Blattner is the Principal in charge of the intellectual department of the school. The Superintendent endorses his work in the following strong terms:

The school work during the past year has been very satisfactory. Professor J. W. Blattner, who for fourteen years held the position of Principal with the exception of two months of the last administration, and who needs no introduction to the profession, is again at the helm. As an educator of the deaf, he stands today without a superior in this country, and being aided as he is by a strong faculty, the results are extremely gratifying.

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#### **Thirty-Second Annual Report of the Clarke School at Northampton, Mass.**

Mr. Franklin Carter, President of the Corporation of Clarke School, in mentioning the recent summer meeting of the American Association held at the school, takes occasion to refer specially to the paper read before the meeting by Mr. Fechheimer, a graduate of the school. He says in part:

No one who heard or who reads the paper of Mr. Fechheimer can fail to be impressed by his knowledge of English. Director Walter of the Imperial Institution at Berlin, who is profoundly versed in the history of the oral teaching of the deaf, says distinctly that it cannot be expected that a deaf person can gain the "clearness, scope and harmony of tone (*wohlklang*)" in the use of speech that a hearing person secures. This position is undoubtedly correct, but the language of young Fechheimer evinces a considerable mastery of English. The discipline secured by the efforts and study necessary for him to obtain such a power over English contributed largely to his success in his studies later undertaken.

Speaking of the disposition that should be made of feeble-minded deaf children, Mr. Clark recommends separate instruction for them, making the same or similar provision for them that is made in the case of the feeble-minded among the hearing. He suggests the appointment of trained teachers of the deaf to positions in existing schools for the feeble-minded where they may receive and teach all deaf children that would properly be consigned to them.

The Principal, Miss Caroline A. Yale, makes report of the American Association meeting, and gives the programme of its sessions in full. With reference to the new gymnasium she says:

No event in the history of the school for many years has aroused such enthusiastic delight as the beautiful gift of our friends Mr. and Mrs. Gilmore. The gymnasium building is itself most attractive and most complete in all its appointments. The lower floor contains a fine bowling alley, cloak rooms, instructor's room and lavatories with shower baths. On the upper floor is the gymnasium proper with running-track. The apparatus is largely that of the Swedish method and is of the best grade. Miss Helen E. Brooks, the teacher engaged to take charge of the gymnasium work, is a graduate of the Boston Normal School of Gymnastics and has had experience in teaching. The Gilmore Gymnasium, with its admirable equipment, must prove an invaluable adjunct to our work, for which the pupils and their parents as well as the officers of the school are most deeply grateful.

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### **Thirty-eighth Biennial Report of the Kentucky Institution.**

Both the President of the Institution, Mr. G. W. Welsh, and the Superintendent, Mr. Augustus Rogers, call attention to the great need of enlarged accommodations for the school. The buildings are all overcrowded, and with an anticipated attendance of 400 pupils the demands for more room are imperative. The Superintendent discussing methods of instruction has this to say of the oral work in his own school:

Time alone will prove which is the better method for the large majority of deaf children, but until our school has a larger income for its support, that the number of pupils to a class may be reduced at least one-third, it would be unwise to attempt more than we are doing at present in oral instruction. Of the 332 pupils present today, 97 are being taught by the oral method. I do not mean that these children use no signs, or that their teachers do not use them, for in a school like this where signs are so generally used by the children in their communication with each other, the sign language will be necessarily used to a limited extent. In addition to this number there are forty-two from the manual classes who get a drill of fifty-five minutes each day in articulation and lip reading. We have a few pupils who have a small degree of hearing, and while it would be better



for this class of children to receive all their instruction by the aural method, on account of the trouble in grading them satisfactorily, we have been compelled to put them in the oral class.

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**Thirty-fourth Annual Report of the School for the Deaf  
at Emden, in the Province of Hanover, Germany.  
Director O. Danger.**

This carefully prepared report of what might be called a public day school of 34 pupils, all of whom are boarded out with families, is of a model school of its kind among many others existing in Germany. The Director argues against congregating the deaf in large institutions, and equally so in ungraded so-called day schools. He would have the deaf children of a province classified and assigned to schools as follows:

Every school to admit applicants and retain them two years—at the expiring of which all backward pupils to be sent to a special school designed for them under the general directory. Retransfers of these latter pupils are admissible whenever deemed desirable.

Among other things Director Danger says: "In this province we have no deaf-mute society. Our adult deaf prefer to attach themselves to societies of the hearing. One of our totally deaf graduates recently informed me that he is a member of the Board of Managers of a society of young people. Our deaf graduates are keen enough to know that their intercourse with the hearing is to their advantage."

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**"The Little Deaf Child" League.**

This is a pretty little booklet of forty-four pages, made up of quotations contributed by persons interested in the education of the deaf. It is sold for the benefit of the summer work for the deaf children of Chicago, at 50 cents per copy. It may be obtained by addressing Miss Mary McCowen, 6550 Yale Ave., Chicago, Ill.

**Biennial Report of the Virginia School for the Deaf and the Blind, for the years ending Sept. 30, 1899.**

The Superintendent, Mr. Wm. A. Bowles, reports rapid increase in the attendance of pupils, amounting in the last three years to 44 per cent. Portraits are printed of John Bolling, the first American deaf person to be educated, and of William Albert Bolling, the first to be educated in America. A picture is also printed of "Cobbs," the first school for the deaf in America, located near Petersburg, Va.

Speaking of the speech work of the school, Mr. Bowles says:

The oral and articulation department which was re-established in the school in September, 1897, has done most satisfactory work. Only those who upon trial develop some aptitude for speech and lip-reading are put into this class. Mr. Ezra S. Henne, a graduate of the Normal Department of Gallaudet College, Washington, D. C., has recently been added to our corps, and has entered upon his duties, spending a part of each day in the Articulation Department, and a part as assistant in the Senior Class.

## EDITORIAL.

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### **A New Volume**

By action of the Board of Directors of the Association at its recent annual meeting, the present number of the REVIEW is made the first number of Volume II. This action was taken in order that the volume year should be brought more nearly into correspondence with the calendar and annual-dues year—volumes being made thus to begin hereafter with the February number and to end with the December number. This change will in no way affect members except to insure their receiving always complete volumes from the beginning of their membership to the end, membership beginning and ending as it does in all cases with the calendar year.

The December number being already in the hands of members when the change was decided upon, certain matter intended to be issued as a part of Volume I, will be printed as a supplement and sent to members later. The title-page with the table of contents of Volume I, will also be sent. It would be well for members to delay binding Volume I until the supplement above spoken of is received.

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### **Mr. Havstad's Report**

The report submitted by Mr. Havstad to the Norwegian government of his inspection of American and British schools, a review of which is given elsewhere in this issue, is a most interesting document. Giving as it does the impressions and conclusions of an intelligent and well informed observer, himself deaf, and for a number of years, if we mistake not, a teacher of the deaf in his own country, it will have wide reading in this country among teachers and all others interested in the welfare of the deaf.

Mr. Havstad impressed himself upon all whose good fortune it was to meet him and converse with him, as an earnest and entirely unprejudiced investigator. His complete command of English, and his evident familiarity with American literature bearing upon the education of the deaf, made his questions of the most comprehensive and searching character, and there was little in the present situation and of existing conditions in our American schools that was not made the subject of careful inquiry. Mr. Havstad's visit to this country and to Great Britain, and his report of it to his government, we may hope will have effect in advancing the work of the instruction of the deaf in Norway materially upon liberal and progressive lines.

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#### **Oral Spelling**

The paper upon "Oral Spelling," by Mr. Fearon, given elsewhere in this issue of the REVIEW, is suggestive of what may be done in adding to the accomplishments—not to say, the resources—of the orally taught deaf. It would seem an easy thing to do to teach deaf children to speak the twenty-six letters of the alphabet, and, of course, to read them upon the lips. In fact, we know that the alphabet is taught—methodically as such—in a number of oral schools, but use is probably nowhere made of it in the manner and to the extent suggested by Mr. Fearon. While objection may, for good, practical reasons, be raised to the use in an oral school of an alphabet of any kind as a convenience or a recourse, it would seem the objection might, without great inconsistency and with but little sacrifice, be modified in the case of the oral alphabet. But leaving this an open question, there could at any rate be no inconsistency and no sacrifice resulting from the substitution of the oral alphabet for the manual in schools employing the latter in supplementing their oral work. Indeed, the substitution in such case could hardly prove in its results other than a distinct gain for speech, as it would undoubtedly be a decided step toward purely speech methods. The question is, of course, altogether one of alphabets—a spoken alphabet, or a silent one. If either is used, which should it be? The one chief argument in favor of the

oral alphabet would seem to be that it is practically an universal alphabet, i. e., it is universally known among the hearing; and it would, therefore, where speech on the part of the deaf is lacking or imperfect, be one that could be universally used in communication. Then again, if it should be brought into general use among the deaf, it would greatly tend to relieve them of the mark of dumbness, which the use of the manual alphabet, or of the pencil and pad, places upon the class. For a person speaking the letters of the alphabet—and possibly nothing more—would scarcely be thought or called dumb.

But the question is a new one, and all that may be said upon it now is only speculation. The test that we understand Mr. Fearon is making of the spoken alphabet in his own school is a practical one, and it will demonstrate practicability—or the absence of it—for this new means of communication between the deaf and the hearing. In the meantime we may well await the results of this test with Mr. Fearon's later conclusions based upon them.

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**Two Institution  
Buildings Burned**

The school year is but half gone and already two of our state Institutions have suffered loss by fire. The Arkansas school main building, early in the fall, was burned to the ground, and the same fate visited the Western Pennsylvania school in December. Fortunately, in neither case was there loss of life. Already the Arkansas school is housed in temporary quarters—in frame and brick buildings erected and other buildings rented; and the Western Pennsylvania school is erecting a temporary frame building and preparing to utilize its shop, hospital, kindergarten, and cooking-school buildings, with the purpose to reopen school in March.

The danger from fire is an ever present one, and it is the constant dread of those in charge of our schools. The only protection is extreme care and watchfulness, and these will be redoubled now no doubt everywhere. Thus, there may result

saving of buildings, and even of life, in other states, through these losses in Arkansas and Pennsylvania.

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**Historical Notes** With the present issue of the REVIEW begins a series of papers from the pen of Dr. Alexander Graham Bell, upon the subject, "Historical Notes Concerning the Teaching of Speech to the Deaf." It will be unnecessary here to more than call attention to the papers, and to say that the series will run through several numbers of the REVIEW and will contain matter of much interest and value not heretofore in form, or even accessible, for general use or reading by the profession. We bespeak for the entire series a careful reading by student teachers, by all indeed who wish to know what has been attempted and what accomplished—as well as how and by whom—for speech-teaching in America throughout its history to the present time.

Dr. Bell had prepared for this number "A Sketch of the Life of Francis Green, with extracts from his unpublished Autobiography," the extracts containing quotations *in full* of everything in the biography relating to Francis Green's labors on behalf of the deaf, but on account of lack of space, we are compelled to postpone publication of the paper—an exceedingly interesting one, by the way—until our next issue.

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#### THE ANNALS' STATISTICS.

*The American Annals of the Deaf* for January, 1900, (Vol XLV, pp. 62 to 68,) contains statistics concerning the pupils and teachers in American Schools for the Deaf present November 10, 1899. Although the schools in the United States increased from 101 in 1898 to 112 in 1899, the total number of pupils present was less than the year before (10,139 in 1898 and 10,087 in 1899).

The figures show a notable increase in the proportion of pupils taught to speak, and in the number and percentage of articulation teachers employed. In the following tables these

statistics are compared with those of former years so as to demonstrate the character and extent of the change. (See also tables published in the ASSOCIATION REVIEW, October, 1899, Vol. I, pp. 20-21 and pp. 34-35.)

# SCHOOLS FOR THE DEAF IN THE UNITED STATES.

Statistics from the *Annals*.

Year	Total Schools	Total Pupils	Number of pupils Taught Speech			Percentage of pupils taught Speech		
			A	B	C	A	B	C
1893.....	79	8804	4485	2056	80	54.0%	24.7%	0.96%
1894.....	82	8825	4802	2260	109	54.4%	25.6%	1.24%
1895.....	89	9252	5084	2570	149	54.9%	27.7%	1.61%
1896.....	89	9554	5243	2752	166	54.9%	28.8%	1.74%
1897.....	95	9749	5498	3466	162	56.4%	35.6%	1.06%
1898.....	101	10139	5817	3672	116	57.4%	36.2%	1.14%
1899.....	112	10067	6236	4089	128	61.8%	40.5%	1.27%

A, taught speech ; B, taught wholly or chiefly by the Oral Method ; C, taught wholly or chiefly by the Auricular Method.

# INSTRUCTORS OF THE DEAF IN THE UNITED STATES.

Statistics from the *Annals*.

Year	Not including Industrial Teachers			Including Industrial Teachers		
	Total Teachers	Articulation Teachers		Total Teachers	Articulation Teachers	
		Number	Percentage		Number	Percentage
1893.....	765	381	49.8%	.....	.....	.....
1894.....	784	372	47.4%	.....	.....	.....
1895.....	835	397	47.5%	.....	.....	.....
1896.....	879	427	48.6%	.....	.....	.....
1897.....	928	487	52.5%	1188	487	41.0%
1898.....	949	530	55.8%	1253	580	42.3%
1899.....	986	561	56.9%	1309	561	42.9%

The eleven new schools noted by the *Annals* are the Appleton, Green Bay, Black River Falls, West Superior, Neillsville, La Crosse, and Tomah day schools, all in Wisconsin; the Dayton school, in Ohio; the Derinda school, in Illinois; and the Boston school, Jamaica Plain.

**The Telephone as  
an Aid to Hearing**

In view of the great attention now being paid to experiments with the akoulallion, it will be interesting to note some remarks made by Dr. A. Graham Bell on the use of the telephone as an aid to hearing, in the course of a discussion of Mr. Gillespie's paper on "The Aural System for the Semi-Deaf," at the Third Convention of Articulation Teachers held in New York, June 25-28, 1884:

"Experiments made by Dr. Chichester A. Bell, within the last few months, at the Volta Laboratory, in Washington, seem to indicate that the speaking telephone may be made of use in assisting hearing. Dr. Bell spoke to an ordinary Blake transmitter, which was connected directly to a telephone, without the intermediary of an induction coil. A powerful battery was employed, and a gentleman, who was partially deaf, placed the telephone to his ear. This gentleman had no difficulty in hearing what was said in an ordinary tone of voice, when the speaker's mouth was within two or three feet of the transmitter; whereas, without the telephone, the gentleman could not understand what was said, unless the voice was greatly raised. When the voice was raised he could understand, with the aid of the telephone, what was said in any part of the room; whereas without the telephone, it was necessary to approach him closely.

"In the central offices of certain telephone companies telephones of peculiar construction are fitted to the head so as to leave the hands of the operator free. It would be perfectly feasible to connect a number of such telephones with a single transmitter, so as to give each member of a class of semi-deaf children a telephone which would bring the voice of the teacher to his ear. As the mouth of the speaker need not be near the transmitter, listening through the telephone would not interfere with speech-reading by the eye."

And in this connection we quote a passage of a communication made to the Derby Conference of Teachers of the Deaf, at its meeting last summer, by Dr. Bertram Thornton, of Margate, England, referring to a modified telephone called the Lamphone:

"I would submit that teachers should systematically take more advantage of any remnant of hearing in their pupils, and to this end I would call the attention of the Conference to the merits of the Telephone as a notable aid to hearing. This instrument can be so arranged that a whole class may be taught at the same time.



"Three years ago, in an article to *The Lancet*, I introduced a specially modified telephone as a substitute for ear trumpets and speaking tubes. This instrument is called the Lamprophone, and I have sent one of them for inspection to the Conference, so that the members may be able to judge of the merits of a proper installation of the Telephone for teaching children with some degree of hearing. I am informed that the cost of the necessary installation for a class of eight pupils would be about £15. The experience of fifteen years' medical work among 300 children at the Margate Institution induces me to express these opinions, which, I trust, may be shared by others who have the good fortune to be present at the Conference."

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**Parent-Hours**

In a report recently issued by the city authorities of Berlin, we read among items in reference to the municipal school for the deaf, that for all classes, weekly or fortnightly so-called "Parent-Hours" have been introduced, when parents, guardians and relatives of the pupils may attend for the purpose of familiarizing themselves with the instruction given and cultivate mental intercourse with one another. These designated "Parent-Hours," the report further states, were comparatively well attended and enabled the usual public examinations to be dispensed with. This Public Day School consists of twelve classes and numbers 137 pupils.

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**The Annual Meeting**

The Board of Directors of the Pennsylvania Institution for the Deaf and Dumb has extended an invitation to the American Association to Promote the Teaching of Speech to the Deaf to hold its next annual meeting at the school at Mt. Airy the coming summer. A provision of the Constitution of the American Association requires a meeting of the members annually, in the summer, for the election of Directors, and for the transaction of such other business as may come before it. In accordance with this provision a meeting will be held and the above invitation will no doubt be accepted. It is not expected that this meeting will undertake to present a programme of literary exercises and practice-school work, or that the meeting will extend over a

single session for the transaction of business. Formal notice of the meeting, with date and other particulars, will be issued later.

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### OBITUARIES.

The profession of teachers of the deaf sustains a marked loss in the death of Mr. D. C. Dudley, late Superintendent of the Colorado school, which occurred at Redlands, Cal., Nov. 17, 1899. Mr. Dudley's first connection with a school for the deaf was as an apprentice in the bookbindery of the North Carolina Institution, at Raleigh. He soon found place as a regular teacher in the school, and thus teaching became his life-work. Mr. Dudley was successively a teacher in the North Carolina school, Superintendent of the Kentucky school, and teacher and Superintendent of the Colorado school, spending in all some thirty or more years in the work. An able and successful teacher, he was also a man of the highest character, and he commanded respect and exerted an influence throughout the profession. His convictions were strong upon all questions of teaching and of methods, and he was forceful in their expression. He was extremely conservative as regards speech-teaching, and a strong believer in the utility of the sign language and an equally strong defender of it; yet he gave speech-teaching large encouragement in his school, and he deserves much credit for the progressiveness in this particular of the Colorado school at this time, with over half of its pupils taught by speech methods.

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Miss Sarah Warren Keeler, for some years a teacher in the New York Institution for Improved Instruction, and later in charge of a private oral school, died on Sept. 13, 1899, of apoplexy. She was at the time of her death pursuing the study of law, having graduated from the Law Department of the University of New York, and had it in view to make the law her future work. She was a sister of Mrs. Rosa Keeler of the New Jersey school, and was a teacher of marked ability. Her paper before the summer meeting of the American Association, at Chautauqua, is remembered as interesting and valuable.

## REPORT OF THE CENSUS COMMITTEE.

*To the Members of the American Association to Promote the Teaching of Speech to the Deaf:*

In conformity with the resolution adopted by the Association, at the Sixth Summer Meeting in Northampton, Mass., (REVIEW, I, 125), your Committee conferred with the Hon. William R. Merriam, Director of the Census, and Dr. Fred H. Wines, Assistant Director, in order to secure under the existing law, if possible, an enumeration of the blind, and of the deaf, and of the deaf-blind in the next census.

Your Committee found that, under the existing law, the census would be restricted to "institutions" containing such classes; and, in the opinion of Dr. Wines, the proposition to amend the law was not a practicable one, and would probably be resisted by the Census Office. (REVIEW, I, 224-227.)

Under these circumstances the Committee sent a circular letter to the heads of schools for the deaf and the blind in the United States requesting their opinion concerning the advisability of an appeal to Congress, etc. (REVIEW, I, 223-224.)

The Committee met in Washington, D. C., December 29, 1899, to consider the replies received from the schools; and as none of the members were specially familiar with the needs and desires of the schools for the blind, Mr. F. D. Morrison, Superintendent of the Maryland School for the Blind, was requested to act as an advisory member of the committee.

The replies received were unanimously in favor of an application to Congress to amend the law so as to permit of a full enumeration of all of the deaf and the blind in the next census; and the heads of the schools gave assurances of active co-operation with the committee to bring this about.

Your committee, accompanied by Dr. Westervelt, Mr. Morrison, and Mr. Theodore Kiesel, then called upon the Director of the Census and represented these facts to him and requested

his co-operation in securing a suitable amendment to the law. In this they were successful.

The Director of the Census submitted to the Senate Committee on the Census the following proposed amendments to the Act to Provide for Taking the 12th and Subsequent Censuses (Public, No. 183):

**AMENDMENT PROPOSED BY THE DIRECTOR OF THE CENSUS.**

1. Amend Section Seven by inserting in line 11, before the words "the mortality schedules" the following:

"In addition to the inquiries to be made on the population schedule, supplemental inquiries shall be made on a separate schedule concerning such of the persons returned on the population schedule as are not possessed of perfect faculties; and these supplemental inquiries shall comprehend the names and post-office addresses of all persons whose faculties are so seriously impaired as to interfere with their education in the public schools, or their ability to earn a livelihood, and in case of minors, the names and post-office addresses of parents or guardians; the nature of the disability, whether of sight, hearing, speech, or mind; and the age, or period of life when the disability occurred. And the Director of the Census may use his discretion as to the construction and form and number of inquiries necessary to secure information under the topics aforesaid; and he may, in his discretion, supply the names and addresses of defective children, or of their parents or guardians, to the heads of schools devoted to the amelioration of their condition."

2. Amend line seven, page four, of Section Eight, by striking out the words "of special classes, and" so that the passage shall read:

"The statistics of crime, pauperism and benevolence specified in this Section shall be restricted to institutions containing such classes."

The second amendment removed the provision that the statistics of "special classes" (which included "the insane, feeble-minded, deaf, dumb and blind") should be "restricted to institutions containing such classes."

Dr. A. Graham Bell and Dr. E. M. Gallaudet appeared be-

fore the Senate Committee on the Census and spoke in favor of these amendments. They also favored the following substitute (suggested by the Chairman of the Senate Committee) as a simpler solution of the problem.

**SUBSTITUTE PROPOSITION.**

In place of the two amendments proposed by the Director of the Census, simply amend Section Eight by adding to it a *proviso*, leaving the collection of statistics in certain cases to the Director of the Census, with discretionary power, and include in the list the deaf, dumb, blind, etc., as follows:

“.....; statistics relating to mines and mining; the deaf, dumb, blind, feeble-minded and insane, together with their post-office addresses and the names and addresses of their parents or guardians, notwithstanding the restriction in this section relating to special classes; .....etc.”

It was thought that an inconspicuous sentence of this sort inserted in a list of matters left to the discretion of the Director of the Census, would not be so likely to invite opposition as if the matter involved consisted of two separate amendments with the necessary preambles.

The above amendments were all rejected by the Senate Committee on the Census; but, at the request of your Committee, Senator Cullom, of Illinois, offered the following amendment on the floor of the Senate.

**SENATOR CULLOM'S AMENDMENT.**

Amend Section Eight of the Act by adding to it the following proviso:

“*Provided*, That the Director of the Census, may, in his discretion, collect statistics relating to all of the deaf, dumb and blind, notwithstanding the restriction in this Section relating to special classes.”

This amendment was rejected by the Senate.

**CO-OPERATION OF SCHOOLS REQUESTED.**

On behalf of your committee Dr. Graham Bell sent to the heads of schools for the deaf and the blind a note to the following effect:

"Please urge instantly upon your Representatives in Congress that the Director of the Census should be empowered to collect statistics relating to all of the Deaf, Dumb, and Blind, and not be limited to pupils in institutions. This amendment has failed in the Senate and immediate pressure is necessary in the House of Representatives in order to secure it. Write also to Senators, for if amendment passes House it will come up again in the Senate for final action."

The schools responded at once; and letters and telegrams from all parts of the country were showered upon the Representatives and Senators in Congress.

Dr. A. Graham Bell and Dr. E. M. Gallaudet appeared before the House Committee on the Census and urged an amendment to the law.

#### **AMENDMENT ADOPTED BY THE HOUSE OF REPRESENTATIVES.**

The House Committee responded favorably, and reported the following amendment which was adopted by the House of Representatives with hardly a dissenting voice:

"And the Director of the Census is authorized and directed to collect statistics relating to all of the Deaf, Dumb, and Blind, notwithstanding the restrictions and limitations contained in Section Eight of said Act, entitled "An Act to Provide for Taking the Twelfth and Subsequent Censuses."

A conference committee of the House and Senate met to consider the amendment, but were unable to agree. The Senate Committee declined to accept it, while the House Committee insisted upon its adoption.

The matter was reported to the Senate today ; and Senator Cockrell moved "that the Senate recede from its disagreement with the House and adopt the amendment relating to the deaf, dumb and blind." Considerable discussion ensued and the proposition was voted down (30 ayes to 32 noes.)

It is still possible that the Senate may give way ; for your Committee have reason to believe that the House of Representatives will insist upon the amendment, in which case the whole Senate Bill will fail unless the amendment is adopted.

In conclusion your Committee beg to report that, in accordance with the Northampton resolution, they have appeared before the proper officers of the United States government, and committees of Congress of the United States, and have made use of every endeavor to secure a proper amendment of the law.

Respectfully submitted,

ALEXANDER GRAHAM BELL,  
JOSEPH C. GORDON,  
A. L. E. CROUTER,  
EDMUND LYON,  
F. W. BOOTH.

*Census Committee A. A. P. T. S. D.*

Washington, D. C., January 24, 1900.

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SUCCESS.

P. S.—Since the foregoing Report was written, Senate Bill 2179, relating to the twelfth and subsequent censuses, has become a law, the Senate and House of Representatives having agreed upon the following provision relating to the Deaf, Dumb, and Blind:

“And the Director of the Census is authorized and directed to collect statistics relating to all of the deaf, dumb, and blind, notwithstanding the restrictions and limitations contained in Section Eight of said Act, entitled ‘An Act to Provide for Taking the Twelfth and Subsequent Censuses.’

“*Provided*, That in taking the census of said classes the inquiries shall be confined to the following four questions, namely: Name, age, sex, and post-office address.”

This successful termination to the labors of your Committee has been due to the active co-operation of the heads of schools for the Deaf and the Blind in the United States; and to the liberal appreciation and sympathy of Members of Congress.

Respectfully submitted,

THE CENSUS COMMITTEE of the A. A. P. T. S. D.

per ALEXANDER GRAHAM BELL,  
Chairman.

Washington, D. C., January 29, 1900.

## SCHOOLS FOR THE DEAF IN GERMANY.

Director Radomski, of the Institution for the Deaf at Posen, in his annually published statistics of German schools for the Deaf, just issued for 1900, gives the following table:

Number of schools .....	92
" teachers .....	708
" classes .....	660
" pupils .....	6444
" boys .....	3480
" girls .....	2964
" boarding pupils .....	2989
" day-school pupils .....	2870
" pupils attending other schools .....	585
" day and boarding-schools .....	10
" day- schools .....	45
" boarding-schools .....	37

## NOTICES.

THE ASSOCIATION REVIEW is a publication of the American Association to Promote the Teaching of Speech to the Deaf. It is sent free to members. To *non-members* the subscription price is two dollars and fifty cents (\$2.50) for the school year. Membership in the Association may be obtained upon application to the Secretary or the Treasurer, accompanied with the membership fee of two dollars (\$2), or its equivalent in foreign currency. Foreign money orders should be drawn on Philadelphia, in favor of F. W. Booth. Domestic orders may be drawn on Station 11, Philadelphia.

Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary has a list of teachers and also one of Superintendents, belonging to the above classes, ready for use by any person who may apply for them.



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# THE ASSOCIATION REVIEW

AN EDUCATIONAL MAGAZINE

PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE  
THE TEACHING OF SPEECH TO THE DEAF

EDITED BY

FRANK W. BOOTH

April, 1900

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WILLIAM THORNTON

# THE ASSOCIATION REVIEW.

VOL. II, No. 2.

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APRIL, 1900.

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## SOME NEW PHASES OF MODERN EDUCATIONAL THOUGHT.<sup>1</sup>

Educational thought has been almost revolutionized in recent years through the discoveries made in various sciences and through the scientific study of education itself. The discoveries in physiology and biology have been especially influential in giving new directions to educational thought. Up to 1870, it was supposed that the brain acted as a whole. In that year it was discovered that different parts had different functions. Investigations in this line have been continued since then until now we know that there is a definite area or center with which we see, another with which we hear, and still other centers in which are registered the impressions of the other senses. The exact location of all these centers has not yet been made out definitely, but their existence is demonstrated.

It is probable that these sensory centers in the brain are also the seats of the memories; in other words, visible things are remembered in the visual area and things audible in the auditory area. Each sense has not only its own perceptive center, but its own memory center, which is perhaps identical with its perceptive center. We therefore have not "a memory" but rather "memories," each sense having its own. From this it is obvious that no one study or exercise in school can have for its function the

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<sup>1</sup>An abstract of an address delivered before the Sixth Summer Meeting, at Northampton, Mass., June 22-28, 1899.

training of "the memory." There must be specific training for each separate memory.

In like manner, things visible are probably pictured in imagination in the same center in which they are perceived, and things audible are probably imagined in the auditory center, from which we may draw the inference that we have not "an imagination" but rather "imagination." For education, this means that no one study or exercise can train the imagination. It means that we must furnish specific training for each form of imagination. Teaching must differentiate much more sharply than it has done in the past and provide specific training for specific ends. Education has been aiming too much at things in general and has often hit nothing.

There is, moreover, a large area in the brain which controls the muscles and which is called the "motor area." In the area are located cells whose special function is to cause the contraction of the voluntary muscles. This area is subdivided, one part governing the muscles of the arms and hands, another those of the trunk, and another those of the legs, etc. These areas are again subdivided: one part of the arm area contracts the muscles of the fingers, another contracts the muscles of the wrist, and still another contracts the muscles of the fore-arm and shoulder.

We may draw the inference from this that muscular work is brain work so far as it is not automatic. The distinction between brain work and manual labor is one which is not legitimate. All skilled manual labor is brain work just as really as the writing of books is. Skill of hand does not reside in the hand but in the brain. The reason that you can not develop manual skill in the hand of an idiot is not because his hand is imperfect but because the cells in his brain are both fewer and less perfectly developed than in normal persons.

It is obvious also, that there is a close relation between muscular exercise and the development of the motor area in the brain. The only possible way to develop the motor cells is to contract the muscles. If, therefore, muscular exercise is denied, these cells degenerate. It has been found that in the case of bedridden invalids who have not used their muscles for a number of years,



the motor area after death was degenerated and water-logged. It has been found also that amputation of an arm or a leg in case of a little child resulted in a lack of development of the brain area which controls the limb, whilst such an amputation in case of an adult did not have nearly so injurious an effect. In the adult the brain area had already been developed and suffered less. It was found that in the brain of Laura Bridgeman the visual area was quite defective. The use of the senses is absolutely necessary for the physical development of the sensory centers in the brain.

About twelve years ago Professor Jastrow, of the University of Wisconsin, made an investigation to determine how long the visual centers of the brain must be stimulated by sense impressions before they could act automatically as they do in memory, in imagination, and in dreams. He asked a number of blind people at a home for the blind when they became blind, and whether they ever dreamed of things visible? He found that of fifty-eight cases, thirty-two had become blind before the end of the fifth year and none of them dreamed of things visible. Twenty had become blind after the completion of the seventh year, and all of them dreamed of things visible. The remaining six became blind the end of the seventh year, and two of them dreamed occasionally of things visible and the rest never. This shows that it takes at least seven years of stimulation for the senses to develop these sense centers so that they can act automatically. The article from which these facts are taken appeared in the *New Princeton Review* for 1888, under the title of "Dreams of the Blind."

Besides these brain centers, there are others which have to do with language. There is a center which seems to be used only in talking, another center which is used in reading, another one which is used in listening to oral speech. It is claimed by some investigators that there is a fourth center used in writing. The disease of these language centers is known as aphasia, and I can recommend few things with more confidence as a help to you in your work than some of the best literature on aphasia.

We know a few things about children's growth which have a direct bearing on education and have modified educational

thought. We used to suppose that as long as a child grew at all it grew all over. It is now proved that this is never the case. In the first place growth is periodic. There is a period of moderately rapid growth from the age of about six to eight. Then there follows a period of very slow growth from nine to thirteen. This is followed again by a period of very rapid growth from the age of about thirteen to seventeen. In girls this period of rapid growth comes generally about two years earlier than in boys. Whilst the period of most rapid growth is the period when the children can resist disease most effectively, it is not the period when they can do the most work, either physical or mental. The human body has only so much energy. If much of it is drawn off to build up tissue, there is less left for mental or physical work, and over-work at this period is apt to interfere with growth. In the second place, growth is periodic through the year. It has been found that children grow mainly in height in the late spring and early summer; that they grow mainly in weight during the summer and early autumn; and that they grow scarcely at all during the winter months. Whether this last fact is a relic of the hibernating instinct I do not know, but it is a suggestive fact. What is of even more importance is the fact that while a child is growing, no two organs in the body grow at the same rate. Growth seems to focus now upon one organ and then upon another. There is a period of very rapid growth of the brain early in life so that by the end of the eighth year the brain has reached almost its maximum weight and size, although there is a little growth which continues up into middle life and which is of exceedingly great importance.

Another fact to be remembered in this connection is that any organ can be modified most effectively by exercise during the period of its most rapid growth. Physical exercise after growth has ceased can keep us well, but it can do comparatively little in the way of adding permanently to our physical vigor.

The brain itself is an exceedingly complex organ, or rather a group of organs. Different parts of the brain grow at different periods and mature at different times. For education this means that each part of the brain ought to be trained during the period

of its most rapid growth. This has been called the "nascent period," because it seems to be the period when capacities are born and blossom out. There is a period when the motor area is growing most rapidly. This is the time to develop skill of hand. It extends from about the age of four to the age of fourteen. The truth of this is illustrated by the well known fact that children who are to learn to play a musical instrument begin very young, and that boys have always been obliged to learn a trade in their teens. No one can develop a high degree of manual skill after the brain has matured. I have been told that it is more difficult to teach deaf children who are quite mature before they are trained to talk. It is natural that this should be so. The growth of the brain centers which control the organs of speech comes quite early, and if the center for talking is not developed at that time it is difficult to develop it afterward. One of the symptoms of rapid growth of a brain center is the desire for its exercise. When the sensory centers are growing rapidly, children are all eyes and ears. When the motor centers are growing rapidly, children are constantly in motion, and it is a crime to make them sit still for five hours a day as we do in schools. Every study in school ought to be taught at a period when the child feels the deepest interest in it. If our courses of study were arranged on this basis, the majority of children would find few studies which would not interest them.

Biology has taught us several things which have modified our theories of education. It has taught us that the human body matures in the order in which it originally evolved from the lower forms of life. The muscles which we use in locomotion and which we have in common with the horse and the dog, are older biologically and mature earlier in the individual than the muscles of the fingers and of the vocal organs, which are used in a way to require fine adjustment and co-ordinations. The same is true of the brain centers which control them. In education this order must be followed. We must develop the large fundamental muscles and their brain centers by physical exercise before we attempt to train the muscles of the fingers and vocal organs and their brain centers very much. Premature

attempts at pronouncing unfamiliar words may develop stuttering, and it has been proved that this is largely a school-bred disease. Statistics show that it appears at a time when children study phonics and master the rudiments of reading. In like manner the fine sewing and mat weaving in our kindergartens may develop serious nerve troubles in children by overtaxing the immature brain centers which control the muscles of the hand and which develop quite late.

The study of instinct, both by naturalists and by psychologists, has thrown some light on educational problems. We commonly say that animals are governed by instinct and man by reason; whilst this is true in a general way it is also true that man has more instincts than any animal, but he is not governed by them so completely because he has more reason than the animal. Instincts are inherited from our savage forefathers, and some of them perhaps from the lower animals. The psychology of the future will trace the evolution of the mind and it will have to start with a thorough study of the instincts. I can mention only a few which indicate the line of thought. There is the killing instinct which was developed among our savage forefathers when killing was necessary in order that the physically strong should survive and perpetuate the race. This instinct is very strong in youth and early manhood and remains with us through middle life under the forms of fishing and hunting for "sport." Another instinct is the fighting instinct, which is almost identical with the one mentioned. It is this instinct which makes war possible today. It forms some times a large ingredient of what we call patriotism. It gradually weakens as we grow older, and therefore young men make the best soldiers. There is also the instinct of acquisition and possession. This instinct was developed when it was necessary that the strong should rob the weak in order to perpetuate the race. It shows itself abnormally under the forms of theft and kleptomania and on the stock exchange. The problem of education is to transform these instincts into higher ethical impulses and not to crush them as we used to do. The fighting instinct if crushed gives us the coward, if unduly stimulated the brute, but if transformed it gives

us the man of grit, force, and energy. In like manner the instinct of acquisition, if unduly stimulated may give the thief, if crushed the pauper, if transformed the man of industry, thrift, and enterprise. If these instincts are arrested on their low plane, we get the criminal. The play instinct is one which has great significance for education. Play such as foot-ball, base-ball and the rest is nothing more nor less than a rehearsal of ancestral work. The rough and tumble play of boys is a mere rehearsal of savage warfare. This impulse to play is an echo of the distant past. You might call it a psychic fossil which indicates past life. This play instinct must be developed and transformed, and can thus be made to grow into an enthusiasm for work in various lines.

The study of primitive society has thrown some light on the problems of moral education. Human society was first organized beyond the family in clans and later in tribes, and still later combinations of tribes formed nations. Originally right and wrong in the minds of savages applied only to members of their own clan and later of their own tribe. It was wrong to kill one of their own tribe, but right to scalp as many as possible of those of another tribe. It was a duty to tell the truth to members of their own tribe, but it was right to deceive all out side. Morality, therefore, began in this narrow way as mere tribal morality, and it took ages before it widened even so as to include other tribes, and to make it possible to form tribes into nations. Even now we have only tribal ethics. International law forms the beginning of international or race ethics. Whilst we speak of the "fatherhood of God" and the "brotherhood of man," we are far from really believing it in a practical way. We recognize only theoretically the so-called inferior races as brothers, and in war time give but small recognition to the rights of the enemy. Killing, deception, robbery, are all legitimate in war, provided we practice them on members of the hostile nation.

Our New England forefathers had only tribal ethics. It was murder to shoot a fellow Puritan, but no one was hanged as a rule for shooting an Indian. Indians were faithful to the members of their tribe, but between them and the whites or

between two tribes there was treachery, deception, and murder. I mention these facts in this brief and crude form merely to illustrate my point, and not to state with absolute exactness in detail historic facts.

We observe from this that patriotism started as a part of tribal ethics; the feeling of loyalty to the clan or tribe was strongly developed in early savage life. This feeling is inherited and is strong in young children. This explains why a boy will never tell on his classmates when a wrong has been committed. It is a relic of this primitive tribal patriotism, and is an instinct which must not be crushed but broadened so as to include larger groups and in the end the human race. From these brief statements I think it is clear that the problem of ethical training is very much more complex than is commonly imagined. It is not a question of studying the catechism merely or of giving set formal lessons in ethics.

THOMAS M. BALLIET,  
*Superintendent of Schools, Springfield, Mass.*

## THE WALLS OF OUR SCHOOL-ROOMS.<sup>1</sup>

Many years ago, when an ancient people were captives in a strange country, sighing for the beautiful capital city of their home land, a poet in voicing their lament, said, "Thy walls are continually before me." Why should he designate the walls as the object of his mental vision? Why not the streets with their busy, bustling life, or some beautiful building? Probably the people themselves had never thought of the walls while enjoying their shelter and protection. But in leaving their land, the walls were the last object upon which their eyes fell as they sought for the final glimpse of home; and as they should go back over the hills the walls would be the first to gladden their returning vision. Moreover, the appearance of the city, its size and shape and, therefore, the mental picture of it, must have been determined by the walls.

It has been said, "We learn to fill up the dreary expanses of life, with memories of beautiful places far distant in time and space." Shall the school-room, in which the children are spending the greater part of their waking hours be one of these beautiful places, the recollection of which in after years shall be a rest and delight? If so, the walls, their height, breadth, cleanliness, color and decoration, will form the basis of that picture.

The school-room is a work-shop, a study; but, it is more than these. It is an unconscious educator. A large part of a child's mental, moral, physical and spiritual development takes place here, and the effect for good of a clean, well-lighted, pretty school-room, can not be estimated. Not every one has such a room. The teacher's ingenuity is frequently taxed to devise

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<sup>1</sup>A paper read at the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

means of making a shabby room pleasant to live in. A man, addressing a school one day, turned, in a burst of eloquence and patriotism, to a flag on the walls, and asked, "What is that flag for?" "To hide the dirt," was the response. Flags, charts and pictures may be arranged to cover many a defect, and, if not the best, a far better appearance can thus be obtained than by the sight of holes or spots. It is impossible to promote cleanliness in a room where dust and dinginess prevail, or to inculcate habits of carefulness, where walls and furniture are so old and battered that a few marks, more or less, make no appreciable difference in the appearance.

Not only should the atmosphere, the light, and all appliances be conducive to the highest development, but the very room itself should silently cultivate a love for the beautiful. For, as John Stuart Blackie, says, "Beauty, which is the natural food of a healthy imagination, should be sought after by every one who wishes to achieve the great end of existence,—that is, make the most of himself. It is by admiration only of what is beautiful and sublime that we can mount up a few steps toward the likeness of what we admire."

We endeavor in our homes, to have the carpet and furniture harmonize with the woodwork and the tint of the walls, so that the whole effect of the room will be pleasing. Many touches of brightness may be given by the carpet and furniture ; but in the school-room with the dull furniture, bare floors, and necessary blackboards, most of the beauty must depend upon the walls.

It is usual to find every room in a school building painted the same color. A little thought without any extra expenditure of money would effect an improvement in this respect. A northern room with little sunlight needs a light, warm tint, while a southern room into which the sun streams all day, requires a cool, gray-green tint to produce a sense of rest and beauty.

It is possible to have the ventilators and heating apparatus painted any color desired and they should be the same shade as the wall. The usual japanned finish is decidedly objectionable unless they are within the dark blackboard area.



Memory recalls a school-room in which numerous heating pipes of varying sizes occupied a large part of the wall and ceiling space. No attempts to make the room look pretty could relieve the ugliness of those pipes nor prevent a sickening feeling every time one looked at them. When pipes and radiators for heating by steam or hot water are usually so made as to be ornamental, there seems no excuse for such hideousness in a place where beauty should be an important consideration.

The color of the window-shades aids in the harmonious or inharmonious effect of a room. They should be selected with reference to their color at the windows when the light is shining through, rather than their color away from the windows.

In the new buildings of the Philadelphia Public Schools, where attention has been given to beauty and where walls and furnishing are all that could be desired, various methods have been used to relieve the large blank spaces on the walls. In the front of each class-room, just below the ceiling, is a large motto. In the Primary Grades, it is, "We learn by doing," in the Intermediate Grades, "We learn by studying," and in the Advanced Grades, "We learn by thinking." This border is continued around the room in the form of a pretty design in the higher grades, while in the lower grades it is a series of pictures, of flowers, animals and children. These are a never ending source of pleasure to the children and furnish material for numerous object and language lessons. Above the blackboard in the front of the room, the particular map studied in that grade is painted on the wall. In one room, it is a map of the hemispheres, in another, a map of the United States, in another a map of Pennsylvania and one of Philadelphia; in others, maps of foreign countries. One or two good pictures, copies of some great masterpieces, carefully chosen and judiciously hung, may well complete the decorative features of such a room. One good picture will often make a deeper impression and leave a more abiding influence than several. A Kindergarten hung a picture of Sir Galahad in her school-room. It soon became, without any effort on her part, a great favorite. Some of the children never went home without turning to say,

"Good-bye, Galahad." One child, who saw a poor copy of it in a newspaper, cut it out and brought it to school. Hung side by side with the other picture, it taught a great lesson.

The less of beauty and refinement children see at home, the more they need it in school. Carrying out this principle, Philadelphia has built some of her finest new school buildings in the lowest and poorest districts. Workers in these districts see a great improvement in the morals and manners of the children over ten years ago. This is undoubtedly partly the result of the effort made in the schools to cultivate a love for the beautiful. For, we cannot learn to love beauty in any form without also learning to love the beauty of holiness.

CORA R. PRICE,

*Instructor in the Pennsylvania Institution for the Deaf and Dumb, Mt. Airy, Philadelphia.*

# HISTORICAL NOTES

## CONCERNING THE TEACHING OF SPEECH TO THE DEAF.<sup>1</sup>

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### CHAPTER III.

WILLIAM THORNTON—1793.

In 1793, there appeared in the Transactions of the American Philosophical Society, an essay by Dr. William Thornton:

“On the Mode of Teaching the Deaf, or Surd, and consequently Dumb, to speak.”

This seems to have been the first American publication upon the subject, with the exception of the review of *Vox Oculis Subjecta*, which appeared in the *Boston Magazine*, December, 1784, and January, 1785. *Vox Oculis Subjecta* itself was, of course, of still earlier date (1783), but it was published in England; and Francis Green’s letter of 1781, does not seem to have appeared in print until the commencement of the present century, (1804).

To Dr. William Thornton, therefore, we are indebted for the first work upon the education of the deaf, actually written and published in America. This appeared as an Appendix to another work by the same author, entitled:

“CADMUS, or a Treatise on the Elements of written language, illustrating, by a Philosophical Division of Speech, the Power of each character, thereby mutually fixing the Orthography and Orthoepey.”<sup>2</sup>

Thornton saw very clearly that one great obstacle to the acquisition of speech by the deaf lay in the unphonetical character of our spelling.

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<sup>1</sup>By Alexander Graham Bell. Chapters I and II appeared in the February issue of the REVIEW.—ED.]

<sup>2</sup>See Transactions of American Philosophical Society (Philadelphia,) 1793, Vol. III, pp. 262-319.—A. G. B.

"The written and spoken languages" he says, "are so different that they become to such pupils two distinct studies. . . . . The greatest difficulty that the Deaf have to surmount in making a quick progress in general conversation, has been the want of a proper dictionary, or rather, of a properly written language ; for if they pronounce the letters well, and attempt to join them so as to read words as they are now written, *it would be unintelligible*. . . . . If the Dumb had the advantage of learning a language properly spelled, every time they read in a book the sounds would be impressed upon the mind, and reading would offer an eternal source of improvement." Etc.

In "*Cadmus*" he gives us a phonetical alphabet, by means of which a pronouncing dictionary could be prepared, or books be printed with the words spelled as they were spoken.

In describing his mode of teaching speech to the deaf, Thornton speaks with authority, as one familiar with the subject both theoretically and practically. He undoubtedly had opportunities for observing what had been done by the Braidwoods, and by de l'Epee, though he does not mention their names ; for he studied medicine in Edinburgh (graduating in 1784,) and continued his studies in Paris.

He also reduced his theories to the test of practical experiment ; and if these experiments were made in this country, he was the first in America to teach speech to the deaf, with the possible—but doubtful—exception of Philip Nelson.

"The imperfect manner in which they speak," he says, "depends not upon the pupil, if of common capacity, but upon the teacher ; and I am confident, from short trials I have made, that the art is to be perfectly obtained by the foregoing method."

Thornton seems to have relied principally upon imitation, and upon manipulation of the organs of speech ; and he recommends that the pupil should not only see what you do, but "feel" how your tongue is raised, etc. He lays great importance upon the use of a mirror. "Have a looking-glass always present." He also recommends the utilization of the pupil's errors:

"In teaching to pronounce, you must open the mouth and show the situation of your tongue as nearly

as you can, then dispose your lips in such a manner as to give the sound, making apparently a more forcible exertion than common. The pupil will try to imitate it. He will make, no doubt, a sound of some sort, either vocal or asperate—if that sound be contained in the language you mean to teach him, point immediately to the letter which you find is the symbol, and repeat it so often that he can neither forget it nor have any idea of the symbol without that sound, nor of the sound without the symbol. . . . . When you teach the asperate of any letter by a simple breathing, the organs being somewhat similarly disposed, he perhaps may stumble upon another vocal or asperate ; if so, show him the letter he obtains by the error, as if you had no intention, in that instance, to teach the letter in affinity with the last ; and let him repeat the sound, whether vocal or asperate, till he is perfectly acquainted with it, and the appropriated character."

In relation to speech reading he says :

"To know what others say, when they converse with or ask him any question : This is the most difficult in teaching the *Surd*, because most of the letters are formed in the mouth and throat, out of sight, . . . . . but, he adds, "there are more guides in acquiring what words are spoken by others than people in general imagine ; for so many of the letters, which make a visible effect upon the organs in their formation, enter into the composition of words which may, indeed, contain many that do not make much effect, that if all the former were written down, it would give to the eye a kind of short-hand ; and is almost as easily caught by the watchful eye of the attentive deaf, as short-hand without vowels is read by the experienced stenographer. Both arts require long practice, but both are very attainable."

The Volta Bureau has in contemplation the re-publication of Thornton's works, so as to render them more accessible to students. They certainly have not received that attention from practical teachers of the deaf that their importance demands.<sup>1</sup>

(To be continued.)

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<sup>1</sup>For some account of Thornton's life, see article on William Thornton, by Marian H. Graham Bell, published in this number of the REVIEW.—ED.

## SKETCH OF THE LIFE OF WILLIAM THORNTON.

BY MARIAN H. GRAHAM BELL.<sup>1</sup>

William Thornton, the author of the first American publication upon the teaching of the deaf, was born in the West Indies in 1761. His parents were English, and he himself was sent to England to be educated. He studied medicine in Edinburgh, under Dr. Brown, graduating in 1784, and then continued his studies in Paris. He also travelled extensively in Europe, but while still a young man he came to this country, and the year 1793 found him married to an American and settled in Washington, D. C. He was already a doctor of medicine, an architect, a painter, a writer, an inventor, and a philanthropist. An old notice says of him that "He was a scholar and a gentleman, full of talent and eccentricity," and quaintly adds that "his company was a complete antidote to dullness."

As an inventor he was much interested in all machines worked by steam, and he experimented with Fitch upon steam-boats before Fulton began his work. Thornton also contrived a means of converting sawdust into planks, an invention which has recently been revived.

At the end of the last century, such men as Franklin and Noah Webster were interested in the project of a phonetic reformation of the English language, and in 1793, Thornton published his views upon the subject in a prize essay entitled "Cadmus." The Appendix to this is upon "The Mode of Teaching the Deaf, or Surd, and consequently Dumb, to speak," and is, as before mentioned, the first publication of its kind in America.<sup>2</sup>

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<sup>1</sup>The writer is chiefly indebted for information to an article on Dr. Thornton by Glenn Brown, in the *Architectural Record* of Sept., 1896. See also *Annals* (I, 190;) and *Cyclopedia of Political Science, Political Economy and United States History*, edited by John J. Lalor, 1884, (Vol. III, p. 126.)—M. H. G. B.

<sup>2</sup>See proceeding of American Philosophical Society, Philadelphia, 1793, Vol. III, pp. 262-319.—M. H. G. B.

In this same year, 1793, Thornton's plans for the Capitol, then about to be built in Washington, were accepted by the President, and work on it commenced at once. Thornton received, for his designs, five hundred dollars and a lot in the city. In 1814, the British burned the still unfinished building. The new Capitol afterwards erected was on a far grander scale than the old one had been, although from drawings still extant, it seems probable that the central portion of the present Capitol was built somewhat on the lines of Thornton's plan.

In 1791, the President had appointed Commissioners to lay out the city of Washington, and to attend to the construction of government buildings. In 1794, Thornton was made one of these officers. From the records it appears that a decided improvement was noticed in all the business of the Commissioners after Thornton's appointment. It also appears that Thornton always insisted very strongly that grandeur was necessary in the capital city of the United States, and it is greatly due to his efforts that Washington is the beautiful city we now know.

In the early days of the Republic, all patents had to be examined by the Secretary of State and two other Cabinet officers. A little later the Secretary of State was in sole charge, but in 1803,<sup>1</sup> it was necessary to have a special Superintendent of Patents. Thornton was the first to occupy this position, and to him is due, in a great measure, the present patent system of the United States. The value he set upon the department under his charge is shown in the account of what happened during the invasion of Washington by the British in 1814.

Thornton, seeing that a British gun was being aimed at the Patent Office, rode up to the enemy's ranks, and placing himself in front of the gun, called out, "Are you Englishmen, or Goths and Vandals? This is the Patent Office, the depository of the inventive genius of America, in which the whole civilized world is concerned. Would you destroy it? If so, fire away, and let the charge pass through my body!" By this effort, the records and models of the Patent Office were saved. Thornton

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<sup>1</sup>Mr. Brown gives this date as 1802.—M. H. G. B.

carried them off to his country home where he kept them until peace was firmly established.

Thornton died in 1828, leaving no descendants. He was buried in the Congressional Cemetery with the honors paid to Senators and Representatives, his body being followed to the grave by the President of the United States and members of his Cabinet.



SKETCH OF THE LIFE OF FRANCIS GREEN,  
WITH EXTRACTS FROM HIS UNPUB-  
LISHED AUTOBIOGRAPHY.

BY ALEXANDER GRAHAM BELL.

Francis Green, son of Benjamin and Margaret (Pierce) Green, was born in Boston, Mass., 1742, August 21; soon after this his father removed with his family and settled at Halifax, Nova Scotia.

Francis received his early education partly in Halifax, N. S., and partly at Mr. Lovell's School in Boston. His father procured for him an Ensign's commission in the British army with the understanding that he should have leave of absence to complete his studies; and in 1756 he entered Harvard College.

In 1757, however, on the outbreak of the war with France, he was ordered to join his regiment in Halifax; and he served with it through the war, first as an Ensign and then as a Lieutenant. Sir William Howe certified that he

"was well acquainted with Francis Green, Esq., as an officer in the Fortieth Regiment, in which he served at the reduction of Louisburg, Canada, Martineco, and The Havana, with Gallantry and great Propriety."  
—(*Annals*, XIII, 3.)

Although his college course had been interrupted by his military service, Harvard College permitted him to take the Bachelor's degree with his class—a most exceptional favor. He was in England in 1765; and sold out of the army in 1766.

1766 TO 1776—HIS HOME WAS IN BOSTON, MASS.

He then returned to America and engaged in mercantile pursuits in Boston. He was the owner of a ship, "The Susanna," which he employed in the merchant service for several years, plying between London and Boston. He was, himself, an importer of general merchandise. In 1774, his business embraced

a trade with various towns in Connecticut. (See Boston, Mass., newspapers, 1768-1769-1774.)

In 1769, October 18, he married his double cousin, Susanna, daughter of Joseph and Anna (Pierce) Green.

In 1775, November 10, his wife died, leaving him with three young children: viz., Charles, (who was deaf and dumb,) Susanna, and a little boy. Two others had died in infancy.

#### 1776 TO 1784—A WANDERER ON ACCOUNT OF THE REVOLUTIONARY WAR.

“At the commencement of the American Revolt, which terminated in a successful revolution, F. G. (altho’ always a firm Friend to, and advocate for civil *Liberty*, & an avowed Enemy to the pretended unlimited power of parliamentary taxation,) having adhered to the old constitution, in hopes of an honorable compromise, *without recourse to arms*, & being with his Family in Boston when blockaded by the American troops, he experienced the great misfortune of losing his excellent wife, who died of a puerperile Fever, 10 Nov., 1775—with his three young children he left Boston on the Evacuation of it, in March, 1776, went to Halifax.”—(Autobiography.)

In 1777, Francis Green removed to New York City (N. Y.); and here one of his children (the little boy alluded to above) was shockingly burned and died in a few hours.

About 1778, he was proscribed and banished; and in 1780, he went to England.

In May, 1781, he visited his son at the Braidwood School in Edinburgh; and soon afterwards wrote his “Letter of 1781” from London to his friend Mr. Richard Bagley, of New York.

In September, 1782, he paid his second visit to the Braidwood School in Edinburgh; and in March, 1783, published in London his book *Vox Oculis Subjecta*.

#### 1784 TO 1797—HIS HOME WAS NEAR HALIFAX, N. S.

In 1784, Francis Green returned to this side of the Atlantic and settled in Nova Scotia. He retired to his farm at Cole-Harbor and afterwards to his other at Preston, four miles from Halifax, on the east side of the harbor, where he built and im-

proved; and about this time he became High Sheriff for the County of Halifax.

In 1785, (May 19,) he married Harriet Mathews, daughter of David Mathews, Esq., who was Mayor of New York previous to the acknowledgment of American Independence.<sup>1</sup>

In 1787, (Aug. 29,) his deaf son, Charles, was drowned at Cole-Harbor, near Halifax; and soon afterwards (1787, Nov.), Francis Green retired from the Sheriff's office.

His Majesty's Justices of the Court of Common Pleas for the County of Halifax thought themselves bound

"to give a public testimony of their approbation of Francis Green, Esq., for his spirited and exemplary conduct as High Sheriff of this county during his continuance in that office for three years past—and it is with concern we find the public are deprived of an officer whose integrity and ability fitted him so well for the office."—(Autobiography.)

The Autobiography of Francis Green fails to show where he was or what he was doing for six years after his retirement from the Sheriff's office, (1787 to 1793.)

We find, however, that in 1790 the degree of A. M. was conferred upon him by Harvard College.

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<sup>1</sup>Francis Green had six children by his second wife, viz:

1. Harriet Mathews, b. at Halifax, N. S., 1786, Nov. 17, d. at Medford, Mass., 1803, Aug. 28, unmd.
2. Henry Francis, b. at Halifax, N. S., 1789, May 13, m. 1819, Caroline Frances Atkinson; he d. at Bellows Falls, Vt., 1867, Aug. 13, no chil.
3. Anna Winslow, b. at Halifax, N. S., 1791, July 26, m. 1823, Dr. Saml. Webber of Charlestown, N. H.; she d. at Charlestown, N. H., 1868, July 6, leaving descendants.
4. Eliza Atkinson, b. at Halifax, N. S., 1794, Oct. 3, d. at Boston, Mass., 1813, Feb. 3, unmd.
5. Mary Hall, b. at Medford, Mass., 1799, Sept. 12, d. at Bellows Falls, Vt., 1853, June 11, unmd.
6. Mathews Wyll, b. at Medford, Mass., 1803, Feb. 5, m. 1832, Margaret Augusta Gilchrist; he d. at Charlestown, N. H., 1874, Apr. 8, leaving descendants.

Com. Francis M. Green, U. S. Navy (retired) and Com. James G. Green, U. S. Navy, now on duty at Havana, Cuba, are sons of Mathews W. Green.

(Authorities: "An account of Percival and Ellen Green, &c.," by Dr. Saml. A. Green, Sec'y Mass. Hist. Soc.; Middlesex Co., Mass., Pro. Ct. Reg.)—A. G. B.

We learn from his De l'Epee Translation of 1801, that he was residing in England during a portion of this period; and visited Paris, France, in 1790 and 1791, afterwards returning to London. While in Paris he was a frequent visitor at the school of the Abbe Sicard, and after his return to London was active in promoting the establishment of a free school for the deaf, which was opened in 1792, in the Grange Road, Bermondsey, under the patronage of the Marquis of Buckingham.

In 1793, Francis Green was in Nova Scotia; and in December of that year, he was commissioned by Gov. Wentworth (afterwards Sir John), as First Joint Treasurer (*pro tempore*) of the Province of Nova Scotia.

In 1794 (Jan.), he was appointed the First Justice of Three, then nominated to fill the vacant seats of the Court of Pleas.

In 1796, his lands and buildings at Preston, Cole-Harbor and Dartmouth were purchased to make a home and settlement for six hundred Maroons from Jamaica.

"And now, finding himself without any *adequate* employment (the Judges of the Common Pleas having no salary, and a *precarious* income by Fees only, and, also, having always had a Predilection for the Land of his Ancestors and his *native country*, which at that period was *respectably faederal* and appeared to open its Eyes to discern the Folly of an *alliance* with *France*, and soon after declared it null and void), F. Green removed with his family and took up his residence at *Medford* near *Boston*, in June, 1797."—(Autobiography).

1797 to 1809—HIS HOME WAS IN MEDFORD, MASS.

He seems to have visited England again about the beginning of the present century; for his De l'Epee Translation of 1801 appeared in London, England. The dedication, apparently written in Great Britain ("this country"), was dated 13 July, 1801.

In 1802, Feb. 1, he made his will, in Medford, Mass.; and in 1803, Sept. 5, he wrote in Medford a codicil to his will.

In 1803, he was still residing in Medford, Mass., where he continued publishing translations from the writings of de l'Epee through the columns of the *New England Palladium*; and under

the *nom de plume* "Philocophos," made urgent appeals to the public for the establishment of an American school for the Deaf.

The *Palladium* for 1803 contains articles contributed by him in the issues published May 31 (?), June 14, July 15, July 19, July 26, August 2, August 16, August 30, October 7, October 14, November 1, and November 11.

In 1804 and 1805, he continued these appeals in the Boston newspapers. In the *New England Palladium* of 1805, Feb. 15, May 10, Aug. 20, and in the *Boston Courier* of July 18, of the same year, appear articles from him on this subject.<sup>1</sup>

In 1806, he wrote his biography "for the information of his children:" and died in 1809 (April 21,) at his home in Medford, Mass. Boston newspapers of Saturday, April 22, 1809, contain the following notice:

"In Medford, yesterday morning, Francis Green, Esq., *ac.* 67. Funeral tomorrow afternoon at 4 o'clock, from his late dwelling house: The relations and friends of the family are requested to attend without more particular invitation."

The place of his interment has not been ascertained. Further research may reveal it.

The original autobiography in Francis Green's own hand writing, still exists in the possession of his grandson, Commander Francis M. Green, of the U. S. Navy, and has never been published. A manuscript copy of it, made many years ago by the late Dr. Joshua Green, is now in the possession of Dr. Green's son, Dr. Samuel A. Green, Secretary of the Massachusetts Historical Society, Boston, Mass.<sup>2</sup> The manuscript volume is entitled:

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<sup>1</sup>Francis Green's plan of agitation in America was probably similar to that he had adopted in England to secure the establishment of a free school for deaf children in Great Britain. It is possible therefore that communications from him (anonymous, of course,) may have appeared in the London newspapers in 1783 and 1784, after the appearance of his book "Vox Oculis Subjecta," and also in 1791 and 1792, immediately before the establishment of the asylum at Bermondsey, (now the Old Kent Road Institution).—A.G.B.

<sup>2</sup>Through the courtesy of Dr. Saml. A. Green, I have been able to make full extracts from the copy in his possession; and through the courtesy of Mr. Francis Green, of New York, (son of Comm. Francis M. Green,) I have been permitted to examine the original Autobiography itself.—A. G. B.

"Genealogical and Biographical Anecdotes of the Green Family, deduced from the *first American Generation* by Francis Green, for his children's information—1806, F. G. being the only surviving male Branch of the fourth American Generation. Vide *Genealogical Tree*."

Most of his publications were anonymous; and it is somewhat remarkable that even in this personal narrative, *written in his own handwriting*, he avoids the use of the egotistical "I," and speaks of himself in the third person, or simply as "F. G."

The following extracts contain Francis Green's own account of his labors on behalf of the deaf; and include everything in the biography relating to the subject.

FRANCIS GREEN'S OWN ACCOUNT OF HIS LABORS ON BEHALF OF THE DEAF.

(From his unpublished Autobiography.)

Francis Green "returned and settled in Boston, and married *Susanna*, daughter of Joseph Green, Esq., on the 13th October, 1769, by whom he had Five children, who died in Infancy, or childhood, excepting *Charles* and *Susanna*, the latter (of a most amiable character,) was married to Stephen H. Binney, Esq., of Halifax, 1794, and died in March 1802, leaving three children;<sup>1</sup> The former *Charles*, an extraordinary *Genius* (peculiarly circumstanced) was discovered to be *deaf*, when about six months old, and at eight years of age was sent to Edinburg, to Messieurs *Braidwood's Academy* (for *Deaf and Dumb* and rectifying im-

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<sup>1</sup>The children of Stephen Hall and Susanna (Green) Binney, were:

1. *Stephen Newton Binney*, who was formerly a merchant of the well known firm of Belcher, Binney & Co., doing a large West India business, and having the victualing of the British Navy, in Halifax. He married a daughter of Hon. W. Black; and d. without descendants.

2. *Susan Binney*, died unmarried.

3. *Hannah Harriet Binney*, who married Captain Nicholas Thomas Hill, of the Royal Staff Corps. Their children were: *Mary Susan Hill*, married H. J. Macaulay, Esq., and resided at Capel Curig, North Wales, (both deceased); *Thomas Stephen Hill*, Esq.; Hon. *Philip Carteret Hill*, D. C. L., formerly Premier of Nova Scotia; *Rev. George W. Hill*, D. C. L., for many years Rector of St. Paul's Church, the oldest Episcopal Church in Canada; he was also Chaplain to Lord—of Kedleston (father of Lord Curzon, the present Governor General of India)—and Vicar of Carleton, Yorkshire; *Harriet Hill*, married James R. Morse, C. E., of Eastbourne, Eng.; *Lewis W. Hill*, Esq., formerly M. P. for Hants County, Nova Scotia; *Rev. James J. Hill*, M. A., Rector of Woodstock, Ontario; *William H. Hill*, Esq., Inspector of Her Majesty's Customs for the Province of Nova Scotia—to whom I am indebted for the above information.—A. G. B.

pediments in speech,) where he remained near six years and acquired the faculty of speech and *almost* a perfect knowledge of Language, both oral and written, as well as *arithmetic*, geography, &c., &c., and was preeminent in the art of painting, at 16, but he was suddenly taken out of Life, being unhappily drowned when shooting at *Cole-Harbor*, near Halifax, on 29th August, 1787, *aetatis suae* 17.

"Having experienced the almost incredible advantage gained by his son in his acquirements under the Braidwoods, he was induced (*while residing in and near London*,) by the hopes of eventually benefiting that unfortunate class (in every generation) the *naturally Deaf*, and *consequently Dumb*, to publish a hasty pamphlet in London 1783:—entitled '*Vox Oculis Subjecta* or a Dissertation on the curious and Important Art of imparting speech, & the knowledge of *Language* to the *Deaf & Dumb*, with a proposal for extending & perpetuating the benefits thereof,' by 'a Parent'—honorable mention of which is made, by the Reviewers in the *Gentleman's Magazine*, September 1783, & afterwards—since which an asylum for the maintenance and education of the *poor in that predicament* has been instituted under the patronage of the Duke of *Buckingham* & others, at *Bermondsey*, near London.....

"In 1798, F. G. was presented with a certificate of admission as a member of the 'Humane Society' at Boston.

"He has since filled up some of his vacant and leisure hours, at Medford, with his humble endeavors to disseminate (in this Country) the knowledge of the practicability of the important art of instructing the *Deaf & Dumb*, to speak & converse intelligibly (*viva voce*) as well as of educating them in fullest manner (by various publications of his, with extracts from the *Abbe de l'Epee's* Letters, etc., in the Boston Newspapers (*The Palladium* especially) in 1803-4 & 5, in hopes this (*his native Land*) might eventually, if not speedily, experience an *Alleviation of human misery*, in this instance similar to other nations, (*viz.* in Europe) where peculiar seminaries have, with success, of late years, been effectually established; but the success of his well meant efforts will depend on the disposition of the public.

"It has been ascertained by Returns (now in his possession) from the respective ministers of various Townships, that there are *seventy* in the state of Massachusetts, & *many* of them very fit subjects for instruction; & it is calculated that according to the proportions of population thro'out the different states, there must be nearly *Five Hundred*, now existing in the U. States of America.

"In addition to his other disinterested exertions in behalf of the Deaf & Dumb, he published in 1805 *Proposals* to edit an elegant *Prose* Translation, of his own, (after the manner of *Fenelon's Telemachus*) of Tasso's '*Jerusalem Delivered*'—the profits (if any) to be, for the Benefit of those *in that predicament* in this State. But, the *Philanthropy* and *Charity* of the present aera seem to be elbowed off from the stage, by the predominant speculations of the *Banking mania*, & the universal *Lust* of *Lucre*—neither *Compassion*, *Humanity*, nor *Taste*, are likely to avail!

"*'Crescit amor nummi, quant ipse pecunia crescit.'* The Lust of Lucre, keeps pace with the increase of Pelf. 'O Tempora! O Mores!' Oh the Times! Oh the Manners!"

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In the original Autobiography the following supplementary note appears upon the margin of a page in the handwriting of Francis Green:

"F. G. also translated the whole of the Abbe De l'Epee's book on the manner of *his* instructing the *Deaf and Dumb*, entitled '*Institutions des Sourds & Muets.*'"

In Dr. Joshua Green's copy the above paragraph has been incorporated in the text, appearing immediately before the words "But, the philanthropy and charity of the present aera"—thus obscuring the sense.

For further details concerning Francis Green, see "Historical Notes Concerning the Teaching of Speech to the Deaf, published in the February number of the ASSOCIATION REVIEW. —(REVIEW II, pp. 33-65).



## UNIVERSITY EXPERIENCES.

"The grace of friendship—mind and heart,  
Linked with their fellow heart and mind ;  
The gain of science, gift of art ;  
The sense of oneness with our kind ;  
The thirst to know and understand—  
A large and liberal discontent ;  
These are the things in life's rich hand,  
The things that are more excellent."

In complying with the request of others for a paper anent my own University experiences, I wish in the beginning to preface the following paragraphs with the assurance that there is nothing dearer to me than the education, success, and happiness of my fellow-sufferers, and to extend to these, and alike to their friends, whatever encouragement my experience affords.

But before I take up the subject of my life at the University of Wisconsin, it may be pardonable to indicate the steps whereby I came to gain an education in the midst of a hearing world. I was born in Milwaukee, and when I was four years old, I became a pupil in the first grade of the eighth ward hearing public school. Within a block of this school there was an institution for deaf-mutes, which I used to pass, "feeling an indescribable sorrow for the poor deaf boys and girls." I continued to attend this hearing school until, when at the age of six and a half, I became totally deaf from scarlet-fever, which was then epidemic in our city.

Upon my recovery from the dread disease, my mother took me to her old home in Scotland, for the reason that my parents, being Scottish, naturally had great faith in the skill of the Scottish doctors to restore my lost hearing, which the physicians failed to do after repeated operations. During this visit abroad, I enjoyed a prolonged vacation for several months, as I was not

sent to school, but was left much to my own resources. But in spite of my lack of a teacher, I continued to talk, and under the guardianship of grandfather's dog, I won the affections of plebeians and patricians alike in the neighborhood. O! for a race with Uncle Bob down the hill to grandfather's tannery, or a game of jacks with the urchins of the street! Or, to visit Uncle Will's bank in Edinburgh, and enticed by a mysterious ancient well, to get lost in that bewildering city of monuments, towers, and palaces! Or, again, to play with the diamonds of Aunt Mary's newly returned betrothed from India, and when he became an uncle to be presented with the most wonderful doll in the world!

But to resume. Happily, it was not until after our return from abroad, and while I was attending the hearing public school for a brief time, that I came to realize the sad fact of my deafness. Hitherto, I had been totally unconscious of my affliction, but the inevitable day came, when I tearfully inquired: "Mamma, what ails my ears? Me no longer hear."

A year after our return home, the Milwaukee Day School for the Deaf came into existence and I was enrolled as one of its first pupils. I continued to attend this school eight years when I graduated as the valedictorian. I can see no great difference in my life at the deaf school and that of my hearing friends who attended the public schools, except that our graded classes were smaller, and the desks were arranged in a single semi-circle, so that all pupils could easily see each others' lips without having to turn around in their seats. Then, though our studies were the same as those of the hearing grades, still particular attention was paid to articulation. It is some years since I left the day school, but I vividly remember, that our beloved principal, the late Professor Paul Binner, and his assistants possessed wonderful patience, perseverance, and kindness. I was very fortunate to be under the refining and Christian influence of such a good man for eight long years. I can never forget what he sacrificed for us his deaf pupils, and some day I hope his name will receive a fitting memorial.

While attending the deaf school, the greater part of my time

was spent in the hearing world, as I returned home every day after three o'clock, so that I had three or more hours daily to associate with my hearing playmates. Sundays, I attended service and Sunday-school, besides teaching a hearing Sunday-school of my own. (Now-a-days, I teach a deaf Sunday-school.)

After graduating from the day school, it was suggested that I enter the hearing high school. "I should like to very much, Mr. Binner," I replied, then added with many a doubt and misgiving, "but I really do not see *how* I will be able to get along." However, in spite of my want of self-confidence, R. C. Spencer saw me enrolled as a student of the East side high school at the beginning of the fall term.

I knew not a single soul, and I do not know how I managed to get along the first few days. During the first term, my studies were Etymology, Science, History, and Drawing, and to read the lips of my teachers was at first very trying to me, all the more so as my eyesight was not then very strong, owing to a slight attack of partial facial paralysis in the winter of 1887. However, I kept up my patience, and in a much shorter time than I could have hoped for, I read the lips of my teachers with comparative ease.

And this reminds me of a noble and unselfish act by one of my teachers. He was anxious to have me read his lips, but finding that I made very little progress, inquired the why and wherefore of such backwardness on my part. As might be expected, I disliked telling him the real cause, and yet I could not state anything but the terrible truth. And so, summoning up all my courage, I explained to him that his moustache was of the grievous, heavy, overhanging sort, so as to completely conceal his lips, thus rendering lip-reading an impossibility in his case. Imagine my feelings then, when a few days later, he appeared in class with a goodly portion of his moustache removed! Thereafter, I no longer felt tempted to use my scissors lavishly, as I got along in Science very well, you may be sure.

My progress the second and third terms was very rapid, as I felt more at my ease with the teachers and the students. Some of the latter had been my classmates in the eighth ward hearing

school, and so it was very pleasant to meet old friends again.

The next year, I entered the new South side high school which was nearer my home, and here as was the case at first in the East side high school, I found obstacles in the path of good lip-reading. To be frank, I was not so high as I could wish in two studies, but this only served to spur me on until by the end of the next two months, I had progressed so well in each of my studies, as to be exempt from all the examinations, much to my joy.

This leads me to speak of the professor in Chemistry who experienced some difficulty in calling me while we were "experimenting" in the laboratory. Hence, I took the liberty of explaining to him mother's methods of attracting my attention. If I am on the first floor with her, but at some distance, all she has to do to call me is to tap her foot on the floor. Again, when I am upstairs, she calls me by giving two or more raps on the lower steps of the stairway. All of which information the professor thought very interesting, and straightway decided to call me by a tap of his foot. As soon as I turned to read my book, I was startled by such a jar that I trembled and looked up quickly, fully expecting the roof to crash in, only to meet my professor's smiling face, and to read—"I am glad that you felt the vibrations caused by my foot, but you look rather scared." "You do not need to stamp your foot so awfully hard," I answered. He tried again, and this time gave a soft little tap which just suited me.

It took me two and a half years to graduate from the high school, and during those years, my life was so happy that I called it my paradise. I belonged to the Girl's Club, and took part in all its proceedings; I attended lectures; I was on a public football debate which I won; and I was elected the class-poet for the graduation class of '95.

In June, 1895, I graduated from the South side high school, and the following September, entered the University of Wisconsin, "a stranger in a strange place," as I had practically no friends or acquaintances in the beautiful city of the four lakes. I do not deny that I feared that it would be harder to succeed at the

University than had been the case at the high school, but in spite of the discouragement which I met with at home and elsewhere, I was determined to try. That was a happy day when I walked the streets of Madison in company with other students and realized that my dream of entering the University had come to pass. It was pleasant to be called the "pioneer student," more so than it was to be spoken of as "one of the three peculiarities," a phrase which was interpreted to mean three students, one a Jap, whose intellectual ability and wonderful courage won my warmest admiration and respect; the other student being a dusky son of Ham, whose general disposition and bearing seemed eloquently to exclaim, "Hear me, for I will speak!" As the third person of the trio, I was hardly worth the honor of being ranked with the lone Jap and dusky Harry.

As to my studies at the University, I took, (at the advice of my class-officer,) a special literary or English course, and my studies the first semester were five in number, principally Literature and History, besides lectures. During the first month at College, it was a little difficult to read the lips of one or two professors, which circumstance was due to the fact that good lip-reading requires favorable positions of the speaker's lips to the reader's eyes with reference to light, strong eyes on the reader's part, with mental agility and patience.

As to reciting in class, I recited orally with Prof. Turner, Prof. Cairns, Dr. Libby, and Prof. Reinsch, and always responded to the roll-call. Prof. Turner's class was a large one, and he nearly always gave us lectures which we had to put down in our books as rapidly as possible. Prof. Dow was so competent a teacher that he seldom used the text-book, but instead gave us interesting lectures and selections. I had been under Prof. Dow but a very short time, when he saw that I could not keep up with the class in taking notes, for it was impossible to keep one eye on the book and one on the lecturer. And so one day the good man called me to his desk, and after joking me as to what I could do had I more than two eyes, informed me that he had "discovered" a remedy. The next day, my "little literary tyrant," as Prof. Dow was pleased to term himself, introduced

me to Mr. Ralph W. Stewart, '99, the youngest and brightest boy in our famous class of "heathen engineers." The benches at college are so constructed that pupils sit elbow to elbow. Mr. Stewart was given the seat on my left, and while he took down notes in his book whenever we had lectures, I could easily copy them in my own book without the slightest inconvenience to either of us. Such an admirable plan of taking down notes was adopted in my other classes soon after I entered the University, so that not being obliged to copy notes at home daily, I found time to haunt the Library, to attend the weekly meetings of the Y. W. C. A., the Laurean Literary Society, and Prof. Williams' University Bible class. I also attended church with the students, and went to socials and receptions quite often; I took part in the public gymnastic exhibitions; I wrote for the college magazine, *The Aegis*, and other publications. I went skating and boating with the students, I played tennis and other outdoor games. As to my callers and the invitations out, they were so numerous, that at last in despair, I tacked a card "Not at home," on my door, turned the key, and settled down to "grinding," or, I would betake myself to the State Historical Library, or to President Adams' valuable private library, where I was sure of being left in peace. Indeed, I came to win so many friends that I did not know what there was about me which attracted them.

But it is nevertheless true that there were days when I felt discouraged, or "out of tune," and days when I felt courage enough to shake a nation. This is, however, nothing uncommon, as other mortals are more or less subject to similar moods. I had never been away from home so long, and as I said before, I had no friends in Madison at the beginning. In time I found friends, and a few enemies who were mostly the victims of a false, unnatural pride, or of prejudice.

This suggests to my mind, the query once sent to me by a certain professor of the deaf, namely, "if my friends at the University were somewhat influenced by sympathy," to which I replied that I had plenty of native pride, and would resent it if any one said that my friends were attracted to me merely because of sympathy. I have met people enough who look down on me

with a pity which is simply irritable, but the very few that I call friends are harsh, honest even to cruelty, good and firm,—modern Horatios. Of such a type was Prof. Dow, and at present there are others who seldom take my affliction into account, and accordingly I prize their friendship very much. Prof. Dow was so harsh sometimes that I could not keep back the tears which would come, but I always felt much better after it. And, though it is now three years since Prof. Dow bade me adieu with a talk that is well illustrated in the following lines from Blackie,

“ Let your eye range freely round  
To spell the scroll of Nature,  
But ever with an awe profound,  
Revere the great Creator.  
\* \* \* \* \*

But though to know all things is good,  
To love all things is better.  
\* \* \* \* \*

The times are feverish ; mark me well !  
Have faith and patience by thee ;  
Unless thou curl into thy shell,  
Thou’lt find enough to try thee.  
But that is a weak device. I know  
Thou’lt face it free and fearless ;  
But O ! beware the greater foe,  
A spirit proud and prayerless !”

Yet I often think of the good man with much gratitude, and have greatly missed his words of counsel ever since death claimed him two years ago.

Although I never knew what it is to have a coach, still I found ways of overcoming my college difficulties. For instance, it sometimes happened that I could not follow the class discussions, and whenever such was the case, Dr. Libby would kindly invite me to meet him at the Historical Library, (as he did the other students), where he would quiz me to test my knowledge, or talk over the lessons. Or I would sometimes join groups to discuss some difficult subject, but you must know that I roomed alone and depended on my own abilities, and I am glad to say that I succeeded. We were given very long lessons daily, and often I did not retire until far into the wee small hours. I was, to repeat the words of Dr. Libby, “a struggling pioneer student in a strange world,” so you see I had to work hard, but

I felt very happy and amply repaid at the congratulations of President Adams and of my class-officer.

The fact that I roomed alone at college, calls to mind the difficulty which I experienced in rising regularly without the assistance of a stern parent. I used to wind up my alarm clock every night, but I never could feel the bell going off at five o'clock in the morning. Sometimes I rose on time with the help of my landlady, a dear, motherly woman, and then again when the skies were cloudy, I would be late to breakfast and subject to a severe scolding from the stern preceptress. Hardly knowing what to do, I confided the lamentable state of affairs to a young engineer, Mr. Stewart, who urgently advised me to get a dog, such as a Scotch collie, but I regarded such well-meant advice as a joke. However, after leaving college I decided to put his advice to the test by experimenting with a versatile pug which had followed me home one day. Puggie proved a brilliant success in place of a knocker and a clock, for the dog would grasp the bottom of my dress and lead me to the door when anybody happened to be there or in the garden. And in the morning, Puggie was apprised by the first note of the alarm-clock, just when to awaken me by jumping on to the bed with an affectionate "good morning" greeting in dog-fashion. I had hoped to test Puggie's powers more fully when, unfortunately, the poor dog was carried off by a rough man who claimed to be its owner. Since then I have learned to wake myself on time by practicing the following formula: "Wind up your alarm-clock, tuck it firmly between the bed's sideboard and the mattress near your pillow, but in such a way that the clock machinery will not be interfered with. And in the morning you will feel the vibrations of the bell so keenly that you will be thoroughly awakened."

In the Spring of 1896, Dr. Alex. Graham Bell visited me in Madison, and at the long-to-be-remembered dinner with which he honored myself and student-friends, Prof. Dow told him all my obstacles and how I overcame them. He also discussed my future career, and some members of the faculty suggested that should I complete my course, I might expect a position in the new University Library. President Adams also said he had



observed my progress and success at the University with great satisfaction and admiration, and hoped to witness my graduation.

But, although I successfully passed all my examinations at the University, even receiving the highest standing in Rhetoric, yet I deeply regret to say that my father's financial attitude was such that he would not permit me to complete my full course, notwithstanding the fact that I was anxious to work my way through college by operating the typewriter after study hours. Several of my University professors called on my father at home and did their best to persuade him to let me resume my studies at college, but in vain. And there my University experiences end. Still in spite of my inability to graduate, I am highly gratified with the fact of Mr. A. Lincoln Fechheimer's success, and I extend my hand to him and thank him very much for accomplishing what I tried to do, namely: to prove to the world that it is possible for a deaf person to graduate from a hearing University. But I am at a loss to account for the unexpected attitude of those people who have been writing articles trying to show that a deaf person should not even enter a hearing University. Probably such an attitude is more or less due to the fact that people in general are apt to imagine deafness to be worse than it really is. It is simply the faculty of hearing that is affected, and not the mind, so long as the powers of the mind are in a healthy condition of growth, which necessarily means time, then I have every reason to believe that a deaf person is able to compete with the hearing people, so far as intellectual ability and activity are concerned. Hence, it seems to me the most natural thing in the world for a deaf person with brains to succeed at a hearing University, notwithstanding the difficulties sometimes encountered. If the plans of Miss Daisy Margaret Way and Miss Helen C. Hoadley to attend a hearing college had not been frustrated by the untimely death of their fathers, their graduation would have preceded that of Mr. Fechheimer.

In conclusion, I wish to assure my readers that the other deaf can, and it may be with greater success, accomplish what Mr. Fechheimer and I have done. But underneath it all lies patience, such a patience as reminds one forcibly of the adage, that "the

gods place hard work before all things desirable." There is no royal road to education, and if there was to be one, I would not advise any of my deaf friends to follow it. The love of study for its own sake is a noble passion, but when carried to excess or abused, it becomes a doubtful blessing. I knew a young woman at college who studied so hard that her eyesight was ruined, and she was compelled to give up college after having been there only six months. So far as I know, she never returned to complete her course, but the timely and terrible lesson which her sad example taught me, has never been forgotten, and so I would advise those deaf who intend to attend college, not to study too hard in the beginning, and not to worry as often is the case with freshmen.

If there are any queries which my readers desire to put to me, please do not hesitate to do so, for I am always happy to be of some assistance to my fellow-sufferers.

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## BACKWARD CHILDREN.

### I.

"Vain is the man, and false as vain,  
Who says 'If I live to-morrow, I'll do the same.'"

To me one of the most interesting studies aside from watching the growth of a child's mind, is following the life of one's deaf pupils after they start out to solve the bread and butter problem for themselves. If while pupils they were known as the most backward children admitted to our institutions for the deaf, so much more interesting and wonderful are the details of their efforts when crowned with success, and more appealing and pathetic when followed by failure; for, the deaf who enter the race handicapped with but little learning, often accompanied by a weak constitution, cannot be successful all the time.

But, that so many of what seemed our most hopeless cases in school turn out as well as they do and are, in the majority, self-respecting, self-supporting men and women, speaks volumes for our institutions, when we see people with all their senses who are mentally and physically the equal, or the superior of our backward pupils, begging on the street.

Now and then one or two of our former pupils who are woe-fully lacking in energy and strength, will attract so much attention that educators will pause to ask, "Does it pay to educate these creatures?"

Suppose one of these partially educated mutes has occasion to write a letter. The obstacles he encounters in our language are legion. Perhaps he is writing to some one who understands the deaf. In that case, he has confidence in himself and brevity never enters his soul. If this letter is by any chance seen by one who already doubts the wisdom of sending the backward deaf-mute to school, he is no longer a doubter but a believer that education for the dullard is a failure.

The inability of a backward child to use language correctly

after he has been in school several years, does not prove that he has not been benefited by instruction. There was a time when I doubted—a time when I even believed that education was not meant for such as make up our backward classes, but that was when I first began to wrestle with the problem of teaching the dull for the first time, having been previously a teacher of bright children. But now, when I go out among my former pupils with a better understanding of the conditions brought about by long years of association with both the bright and the dull, and listen to their tales of woe and triumph, I no longer place a restriction on educators. There is an education for the one who is fit by nature to rule and to be his own master, and there is also an education for the one from whom nature has withheld so much as to unfit him in a measure for the world-life as it exists. Then let every deaf child, no matter how dull, be given the advantage of an education and be sure that every child gets his due. Do not set too great a task before him. Do not attempt to make him do what nature never meant he should. For no matter how brilliant the first showing may be, nature will be avenged if we tamper with her; reaction will set in, and what we take out of a child's life to test an art, the child will suffer for when he is older. Then in teaching a dull child let us be guided by nature. Let our methods and systems be so far reaching and flexible that they will not only reach several grades of pupils, but every individual pupil.

True, we are all created equal, but the lines of all do not fall in the same places. So our education should be different even from the start. Each child should be educated and trained to fill that position which nature seems to have assigned him.

The backward deaf-mute, no matter what his parents' wealth and position, may have to occupy an humble place in life, and much of his happiness will depend on how he is occupied. Then let him be educated according to the sphere he is to fill. The bright, healthy, energetic deaf-mute, though his parents be poor and ignorant, will climb, if given the chance. Let him climb. Withhold nothing. It is his birthright to go as far as he can. He, too, by means of his deafness will be kept further in the background than he would if he could hear. Then let his ed-

ucation be practical and suited to that station to which destiny calls him. Let no aristocratic notions curtail the practical usefulness of such education.

Once our institutions for the deaf were more of a home and not so much a place of learning as they are to-day. The bright deaf-mute, even the ordinary one, to say nothing of the semi-mute, has gone beyond the heights that the founders of the first schools for the deaf dreamed of. Our institutions have met every demand. The semi-deaf or semi-mute who can read and write a little is no longer debarred from our schools as formerly, and the hopeless dullards are given a fair trial. That the standard in our schools to-day is far above the ability of the dullards to attain goes without saying. Recent canvassing among all the backward pupils that were under instruction during the past eighteen years in the Pennsylvania Institution for the Deaf and Dumb shows most gratifying results, results to which the institution may well point with pride. Yet we are not satisfied. We want something better and we are asking, "Is there a better way? Can we improve our present system of dealing with dull pupils? Have we done all that can be done for them?" It is evident to all who have given the matter much thought, that our institutions have outgrown them and that it is not fair to hamper or hold back the average deaf child in order to conform our methods to the few backward children that we admit every year. Nor is it right to discourage the backward child by letting him see by his repeated failures that he is mentally inferior to the other children.

In the onward march of education it has been found both necessary and advisable to educate the backward hearing child apart from the normal one. Parents and teachers alike know that the dullards exercise a certain undesirable influence on the bright children and the bright ones impose on their less fortunate brothers. So they aim to keep them apart. Experienced, observing, thoughtful teachers know that human nature in the deaf and the hearing is one and the same.

Then let us have special schools for backward deaf children where the conditions will be different from what they are in

large schools, and see what more can be done for them. Do not send them to schools for backward hearing children, for just as a bright hearing child differs from a bright deaf one, so does the slow hearing child differ from the slow deaf one.

Before deciding on what sort of a school the backward deaf child needs, it is well to consider what his physical disadvantages are. He is generally too nervous to be treated like the normal child. He cannot work at any one thing long at a time. He must be kept busy, but his work and play must vary so he will gain strength from his exercise, not fatigue and increased nervousness. His nervousness exists in all stages from the slightest to that stage where the least excitement will render him almost powerless. His eyes are often weak and sometimes he is almost blind. Sometimes his hands and arms are paralyzed or crippled in some way and in a few cases he is subject to fits. Sometimes he is lame. Heart and brain troubles are found among them in different degrees. All this is conducive to a weak mental condition. His appetite is sometimes poor, but more often it verges upon voracity. He will eat at each meal, if allowed, more than any able bodied man will in a day, yet he is always hungry and has the appearance of one not well fed. After meals the little energy he has will desert him for a while and the teacher whose duty it is to instruct him has an unenviable task. Now and then, a sound bodied backward child will be found, but he is generally one whom some mistaken process of instruction has stunted mentally, or a child who has been kept from school till all the childish bent of his mind to know and learn has vanished and he has sunk into a sort of mental stupor. Even in the latter case it may be said that his mind is stunted, as development has been prevented, by his environment.

Children possessing all the disadvantages mentioned here have been under my instruction in the Pennsylvania Institution at different times. No deaf child has been refused admittance there during the period I have been teaching, except the real idiotic, while some who were in a degree feeble-minded have been given a fair trial with results beyond expectations. Some of these feeble-minded and feeble-bodied pupils have developed so

much after five or six years' careful training that they pass for simply backward pupils. Only those who have had the immediate care of them and have watched their progress knowing their original condition, realize what effort was put forth by both pupil and teacher to accomplish that which a casual observer might deem trifling.

Several such cases are now under my instruction. They are merely known as slow, backward pupils, and as such they will be looked upon after they leave school. One who does not know all the facts concerning their education, meeting them and seeing what they are really able to do, will wonder why the school did not do more for them. To say that we are perfectly satisfied with the results so far obtained would be a misrepresentation of facts. But we have proven by actual experience that the dullard is benefited by going to school and that more can be done for him.

If we look into these children's lives not as we see them in school, but as they are after they leave, we will obtain a very fair idea of what and how we should teach them. We will see that we spent time on some things that, though useful and instructive, might have been passed over for something more practical and which the child is in more need of after he leaves us, the lack of which caused him some awkward set backs. For years some of the best teachers in the profession have labored unceasingly to bring the backward deaf child up to the normal one. They have in some cases marshalled all their forces and concentrated them on the one important study, the English language, but the results attained show needs yet unfulfilled. First these teachers used written language and signs in plenty. Then they added speech. Then they took signs from him or tried to, and continued with speech. Then they withheld speech and signs, but gave him the manual alphabet and pictures galore, and still we are looking for a better way, a better means of developing the latent powers while giving him what is every child's birthright, the right to be taught, clothed, fed, amused, to associate with other children, to play and to work—but not to be over burdened.

We might have done better by these children in the past, or we might have done worse, but at all events our time and

labor has not been lost. What we learned should be recorded truthfully, without prejudice and without fear, for "no question is settled till it is settled right." The experience so fearlessly and faithfully gained with backward children during the past decade, should be handed down to those who will in future have the care of them. It will stand them in good stead.

The time is now ripe for another experiment, an experiment which should be built upon no theory, but upon truths that even the prejudiced have learned to respect. This experiment will need a special school for boys that make up the class under discussion, and another school for girls of the same mental grade. The past has taught us that a school with one wing for the boys and one for the girls will not do where pupils of inferior intelligence are concerned.

Quick, wide-awake teachers, who understand signs and gestures of all descriptions, and have taught mixed classes of dullards from all grades of society, know that much has happened to occasion them grave concern under such an arrangement, but it is difficult to convince an unobserving teacher, who only understands her pupils when they address her, that there is ground for worry. A teacher does not want to be harassed by oppressing evils, and should not be. She needs all her time and strength to develop all that is good and noble in the child's nature and to train the intellect in written language.

The nervous child needs as much out-door exercise as possible, so let the boys' school be on a farm near some large town or city. For reasons already given it will be seen that few of these children are able to work at trades such as tailoring, shoe-making, printing, and carpentry, and these few only after they have been in school several years. Even sloyd has been found beyond most of them.

Work varying with demands and seasons, such as gardening, cutting grass, making walks, cutting and sawing wood, tending poultry and cattle such as are usually kept on farms, will give boys plenty to do, and they will form habits of economy and industry which will be part of their education. An industrious economical boy or man is always in demand on a farm, whether



he be deaf or hearing, educated or uneducated. For a school of forty pupils, there should be four cottages for them. Each cottage should be a complete home in itself. There should be a general school house where all the children would go for a few hours every day. There should be teachers for the school house, the cottage, the garden, the barn, and the farm. In the school-rooms the children would learn to write, spell, cypher, to pronounce new words if they had any speech before coming to school, and to arrange their language in an orderly manner so as to form a habit of thinking continuously and persistently to definite conclusion ; but in the house, barn, and garden they would learn in a natural way the use and meaning of language, imitation, mental arithmetic, the reason for doing or not doing a thing at a certain time, neatness, politeness, fairness, self-reliance, and economy ; to search for causes and effects, and to be responsible for their acts and for their clothing. They would, in short, learn how to do and the reason for doing the one thousand and one little things that go to make up the education of an agreeable, honest, and industrious person. Things now so difficult to teach in the class-room and, after being taught, failing to become part of the child's nature from the fact that the teacher is not in a position to see that he practices them after school hours, would be easier to impart.

Only educated, energetic, self-sacrificing, trustworthy persons, of broad sympathy and with a love for their work, could do this work properly. Such people can be found, but they cannot be obtained for a pittance.

This cottage, or small family plan, would enable teachers, matrons, and assistants to know each child so thoroughly that none would develop an unruly, soured disposition on account of being misunderstood, or supposedly neglected.

A pupil before entering this school, except where he is in his teens, should spend some time in a school for the normal deaf so the teachers of that school could decide whether he be a fit subject for the special school or not. In no case should the regular school keep him two years. A good teacher should be able to decide the mental condition of a child in less than a year.

The minimum age for a child to be admitted to this school should be nine, or ten years. Except when a child is an orphan, where the parents are unable to provide for it, or where they are insane, feeble-minded or depraved, my experience has been that nothing we can do for him under that age will make up for the loss of the love and sympathy of his own people.

When we take from a child the love and caresses that even the worst of mothers lavish freely on their offspring, what can we give him in their place that will awaken his sympathies, soften his life, and remain with him forever a pleasant and cherished memory. Teachers do love their pupils and are loved by them in return, but even the dullest child will soon discover that it is only an interest of a certain duration. Then comes the bitterness and assumed indifference on the part of the child, while the teacher all unsuspecting will wonder what has come over the pupil.

Till a backward deaf child is eight or nine years old, parents do not expect much of him. After that age they are apt to think of trying some mistaken heroic measures to make him like other children. It is then the school should take him in hand. The school families should be made up according to the age of the children and not according to their standing in school.

Children under twelve should be in a cottage by themselves ; children from twelve to fifteen in another ; and children over fifteen in another. Pupils under twelve should spend less time in the school-room than the older ones, but they should be under the instruction of skillful teachers from the time they open their eyes in the morning till they close them at night. They should never be hurried or rushed through anything. Time enough should be given them in which to think, learn, and use language when washing, dressing, eating, working, and playing.

All cottages should be furnished as the homes of people in moderate circumstances are, with occasionally a few more luxuries. Wall slates would be part of the furniture of every room. More of them would be needed in the cottage occupied by the younger children than in the others, as it is a difficult matter for beginners to take new words and sentences from the fingers and

lips, and experience has shown us the folly of expecting too much of a child.

There should be a head teacher in each cottage. It should be his duty to arrange the daily programme for the family, to see that it is carried out to the letter, and if not, to receive reports from the assistant teachers setting forth why the programme is not, or can not be followed. This would soon enable a head teacher to know all the needs of the pupils and tell exactly what each could do. He should also give his teachers the points he wants the pupils drilled on, or have the teachers while on duty in the house make a list of the words and the language forms the children need during the day to make known their wants and express their thoughts, and then the head teacher should see that the children are taught this language. He should see in person that language once taught is used and kept up by the pupil. Nothing should be left to uneducated attendants. All teachers should teach in house, school, all over the place by turns, but none should work over eight hours out of the twenty-four.

Under teachers should be as refined and well educated as possible. They need not be great thinkers, or planners, but they should be able and willing to carry out the head teacher's ideas in regard to the children. As for the head teacher, he must be a thinker and planner; a superior educator in every sense of the word. We have many instances where one teacher working on another's idea has had more success than the one with whom the idea originated. Perhaps, because these ideas are generally the outgrowth of years of teaching and the young, hopeful teacher, who sees failure in nothing and does not want to be burdened with thought, will work away on some one's else idea with the assurance of a genius and the persistency of an enthusiast, just for the pure fun of seeing the wheels go round in the youthful charge.

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## PARENTS' ASSOCIATIONS.

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### THE BOSTON PARENTS' EDUCATION ASSOCIATION FOR DEAF CHILDREN.

The broadening influences of civilization are uniting more and more the parent and teacher in educational work. To that of the individual parent, who has ever been a wise ally, the help of Parents' Associations is now a recognized reality. One of the first, if not the first, to be formed, was the "Boston Parents' Education Association for Deaf Children," to aid the state and city in promoting their education and welfare. The peculiar needs and desires of these children, who for over twenty-five years had been under the loving care of Miss Sarah Fuller, as Principal of the Horace Mann School of Boston, led her to feel the necessity of such an organization. The parents' meetings which she called brought together mothers more than fathers. She wanted the co-operation and support of both parents. She believed that the school was but the extension of the home; that the teacher—the representative of the parents for five or six hours of the day—was doing what each father or mother would do did time and opportunity permit. She longed for that sympathy between parent and teacher which should enlarge and deepen the knowledge of both for the good of the child. The thought so grew upon her that she conferred with her friend and ever-ready helper, Dr. Alexander Graham Bell, who at once gave his sympathy. He well knew what individual parents had done in behalf of the deaf; how the first person in the United States to urge the establishment of an American school for the deaf was Francis Green of Boston (1803), whose deaf son had been successfully instructed in Edinburgh; how the first to open a school in the United States (in 1812, in Cobbs, Virginia), was Colonel Bolling of Virginia, who had deaf children of his own; how the first permanent school for the deaf on American soil

resulted from the efforts of Dr. Cogswell, of Hartford, Connecticut, the father of little deaf Alice; how the Clarke school in Northampton (1867), was due largely to the efforts of Hon. Gardiner G. Hubbard, father of a deaf child; how the New England Industrial school (1879), in Beverly, Massachusetts, was founded by Mr. William B. Swett, the father of two deaf children; and how the "Sarah Fuller Home for Little Children who cannot hear," in West Medford, Mass., (1888), was founded by Mrs. Francis Brooks, the mother of a deaf child. Remembering all this and many other individual efforts, he felt, with Miss Fuller, that an Association of Parents, 20,000 of whom of deaf children of school age were then living in the United States, could greatly aid in ameliorating the condition of these unfortunate little ones. There was a Convention of American Instructors of the Deaf—but this was exclusively for teachers. There was a Conference of Superintendents and Principals—but this was for heads of schools. There was a Speech Association—but this was for the promotion of speech-teaching to the deaf. Surely there was room for a Parents' Association, to bring together teachers and parents for united work.

Thus encouraged, Miss Fuller, in August, 1894, called together at the Horace Mann School, 178 Newbury st., Boston, some parents of deaf children to talk the matter over. As a result, an organization came to be formed which, incorporated under the laws of the State of Massachusetts the following April, is known today as the "Boston Parents' Education Association for Deaf Children." Its Constitution and By-Laws gave parents of deaf children full control of the affairs of the Association, "to encourage home instruction; aid schools for the deaf in the city of Boston; help deaf children to continue their education in schools or colleges for hearing persons; aid them in acquiring a practical knowledge of useful trades and business; assist them in obtaining remunerative employment; bring them into more extensive social relations with hearing persons; and employ such other means for their advancement as may be deemed advisable." (Article II of Constitution.) It also gave power "to accept trusts relating to the education and welfare of the deaf, to hold and

manage property so given in trust, and perform the duties of trustee;" also to "raise funds and apply to the income and proceeds as may be required in carrying out the purposes of the Association." (Article II of Constitution.) Any parent of a deaf child residing in Boston and vicinity, or any person over eighteen years of age interested in the deaf, was eligible to membership, subject to the Board of Directors. A President, Vice-President, Secretary, Treasurer, three Trustees, and nine Directors, seven of whom should be parents of deaf children, constituted the Board of Government. One dollar was the annual fee, while the payment of ten dollars at any one time would exempt from further dues.

Dr. Alexander Graham Bell was made an Honorary Member. Edward W. E. Thompson was elected President of the Association, and Miss Sarah Fuller, one of the Directors.

Friends had from time to time given small sums for needs the School Board of Boston was not authorized to give; but now the necessity for making personal appeals was obviated by this legally empowered body of interested persons to give aid. A committee on *Employment*, for pupils leaving school, and Committees on *Instruction*, *Funds*, and *Social Duties* were soon arranging work and reporting progress. The membership of eighty the first year was increased to over one hundred the second year. Generous gifts were made, one member giving two hundred dollars for the purchase of books. Instructive lectures were provided for parents and friends. A most important service was the presentation to the city of Boston on November 10, 1897, of a bronze tablet, which it had caused to be erected in the vestibule of the Horace Mann School, to the memory of Francis Green. On that occasion Dr. Bell so emphasized the value of Mr. Green's book, "*Vox Oculis Subjecta*," originally published in 1783, with only three copies now known to be in existence, that the Association immediately carried out its intention to publish a pamphlet edition of Part I. Copies were generously sent to many Institutions and individuals, by the Volta Bureau and other agencies, by which great good was effected.

Since the formation of the Boston Association, others have

been organized in the land as follows: Chicago, Milwaukee, Manitowoc, Cincinnati, Detroit, Los Angeles, Oshkosh, and San Francisco. The Principal of the Chicago Public Day Schools for the Deaf, Mary McCowen, wishes she had time "to write something of the comfort, help, and hope that has been brought into many of the homes through the organization of parents." Others testify equally strong to this united effort of parent and teacher. Not only needed comforts, but reforms claim the attention of the Associations. Through the efforts of the Chicago Association, the Legislature of Illinois passed an Act for the establishment and maintenance of classes for the deaf in public schools. Other states will doubtless follow in this line.

The good seed thus so wisely sown in Boston has already gone outside of American boundaries; for there is a Parents' Association in Baddeck, Cape Breton, Nova Scotia, and also in Halifax. In a summer greeting of 1897 to the Baddeck Association, President Thompson of the Boston organization voiced the spirit of the whole work when he declared, "Each education association has its own particular field of labor; but all have similar interests and are made stronger by co-operation. It is the desire of the Boston Association to keep in touch with all societies for the promotion of education, and to cultivate friendly relations for mutual benefit, and the good of the common cause."

Miss Fuller, in personally bearing this greeting, said true, timely words when she declared, in her address on the occasion, that the "fundamental idea in all that we do is *Service to Children*. The period of childhood is short, but the greatest work which has been intrusted to parents is to be done within that time. . . . Sympathy, co-operation, and entire harmony should characterize the relation between parent and teacher, and both should have good knowledge of child-nature and child-need."

ELIZABETH PORTER GOULD.

Boston, January, 1900.

DETROIT ASSOCIATION OF PARENTS AND  
FRIENDS OF DEAF CHILDREN.

LETTER FROM THE PRESIDENT.

EDITOR OF ASSOCIATION REVIEW,—*Dear Sir:* At a regular meeting of the "Detroit Association of Parents and Friends of Deaf Children," held in the Board of Education building last evening, the question of grading schools or scholars was quite generally discussed. It was made the special order of the evening.

This discussion was brought about as a result of a letter received by our society from Prof. Graham Bell. We have been asked by Mr. Bell to communicate our views on this question, as discussed at the meeting and as later thought out, to your valuable magazine. In pursuance of that request, allow me to submit some crude opinions, subject to your reviewal, for publication if you so see fit.

In the first place, we, as a society, I believe, acknowledge that the principal reason for the incorporation by our state of the law providing for the education of deaf children in the day schools of the state, was to evade the idea of "institutionalism." In antagonizing institutionalism, as such, I have no fault to find with our state institution for the education of the deaf, I fully realize that, to obtain the fullest technical educational advantages it is necessary to conduct an institution upon the lines pursued by our state schools. But I also hold that there is something in connection with the career of a deaf child that is fully as important to its welfare as a technical education; and that is a moral and social education; and I also believe that nowhere so well as amid the surroundings and influences of that child's immediate kin, can it receive such education. The home influence must always be the best for that child's future, as well as present, welfare. At the tender age at which deaf children are now admitted to the curriculum of the kindergarten, the home influ-



ence is surely of great important. No one cares to deny this. I also recognize the fact that deaf children can be the more readily and advantageously graded in an institution, than scattered throughout a community contiguous to the homes of these children.

Now arises the question of the best possible means of thus grading, and at the same time to keep in view the cardinal one of preserving as fully as possible the home influence.

I believe that, next to the guiding strings of the parent and guardian, the personality of the teacher has to do with the good results obtained in teaching the deaf. In a large institution this personality is largely lost sight of. We must all realize that the smaller the community—and I here construe the teacher with her five or six little ones in the kindergarten as a community—the more direct, subtle, and intense the influence and the larger the interest and responsibility of the teacher.

The nearer we bring these little communities to the great and fundamental home community, the more intense, pure, and wholesome becomes the moral influence upon the young candidate. It thus becomes apparent that we may well sacrifice something in the expeditious routine of institutionalism for the nobler and holier purpose of moral and higher intellectual absorption.

I believe the idea of centralization and more thorough gradation may safely and expeditiously be entertained after the child has passed the kindergarten and lower grades, but until the third or fourth grades have been attained, the deaf child should be kept as much as possible within the immediate environments and influences of the home. We all know that the deaf child more than others shuns publicity and fears hazing. They are supersensitive; this is characteristic of all deaf children. I believe that the oral method is a great help to the deaf child in helping to overcome this shyness and dread of hazing. In teaching by the oral method in the local subdivisions of the system, the deaf child is brought more in direct contact with hearing children, and after becoming apt at reading the lips of his teachers and parents, will next take up gradually with the art of reading the lips of his hearing associates, thereby becoming a part of the school community. After

confidence has been more fully established in the mind of the candidate, he may be passed on to the higher grades and within the more centralizing influences of the general school system.

As to the technical working out of this plan in its finer details, I must plead ignorance. Being a novice, I can only generalize, and must leave to those educated to the purpose the working out of the scheme.

The purpose of this letter is to initiate discussion on this point, and I believe we may all be benefited by a general interchange of ideas in these matters. Believing these matters of vital importance to the welfare of the deaf, I hope you may be able to give some space for the further discussion of them. I admit that these plans may seem like a radical departure from established methods and doubtless are, but we are living in an age of improvement and I believe there is room for improvement in methods of teaching the deaf. As parent of a deaf child I am very much interested in all that pertains to the advancement of their interests.

Very respectfully yours,

F. H. KRAUSS.

125 Michigan Ave., Detroit, Mich., March 7, 1900.

#### MEETING OF THE ASSOCIATION.

A meeting of the Detroit Association of Parents and Friends of Deaf Children was held March 6th, 1900, at 8 P. M., in the Board of Education Building, President Krauss in the chair. The subject of discussion was, "Would it be better to have one central day-school for the deaf in Detroit, or several small day-schools in different parts of the city?"

Letters were read from members who were unable to attend the meeting, of which the following are extracts:

From Mr. William A. Bourke, Inspector of the 7th Ward: I do not favor one graded school in center of city. The district schools are better if it is possible to have them. It will, in most cases, leave the children in districts where they are acquainted with other children, and they will feel more at home and ready to take up the work, and it will benefit them in a great many

ways. If they are sent to a central school, far from their homes, they will, in a measure, feel as if they were isolated on account of their condition, and this would have a tendency to retard their advancement in every way. The school room should be made as pleasant, as free, and as near home-like as it is possible to have it for these children, and you can depend upon my aid at all times while a member of the Board of Education, in any plan to benefit them.

From Mr. J. C. Oldfield: You ask, do I believe in one graded school in the central part of the city? I must say I do *not*. The homes of deaf children are in localities widely apart; naturally parents would feel a dread of sending them so far from home; in my opinion it would be unwise and unsafe. I believe room could be found in certain of our public schools which could be set apart for their use in districts where a majority of deaf children lived; then the children of that section of the city could go. I have always been opposed to sending them to Flint, or other distant cities. They are not like other children who can in some measure stand the trials, etc., that come to the young, but shut up in themselves are in most cases so helpless and dependent on others. Permit me to say I honor you for the noble stand you are taking in their cause, and trust you may be successful in your endeavors.

From Mrs. B. Stoll: I favor having several day schools, *provided we can have them efficient and a sufficient number of teachers to GRADE them*. If it is found we can not have all schools *graded*, then let us have one central graded school, connected with a school for hearing children; or say not more than two schools, one on the east side of the city and one on the west. I am convinced beyond a shadow of doubt that it is a waste of valuable time to send our children to an ungraded school, with perhaps only one teacher, who is expected to teach pupils of all ages and all stages of advancement, (children who of necessity must have individual attention), thereby being able to give to each one only a fraction of the time and attention each pupil ought to have. To put my views in a nut shell, let us have several *graded* schools if we can, otherwise only one or two.

From Mrs. F. H. Holbrook : I am in favor of the schools scattered throughout the city in convenient locations, for the smaller pupils especially ; for the reason that they can attend the school better when it is near their homes ; and in a large city like Detroit I think it would be possible to have graded classes without bringing the children to a central school.

From Mr. Enno Duemling : In my opinion a central school would be preferable in the interests of the deaf in Detroit. I do not think it advisable to establish a system of small day schools in our city. It seems to me results will be by far greater, if our deaf children are educated in one central school, said school to have at its head a "Superintendent of the Instruction of the Deaf" who could then give his entire attention to this one school. The low percentage of deaf children in our city does not require numerous small day schools.

From Dr. D. A. MacLachlan, aurist : I should think it wise to establish first, one graded school located in the central part of the city, afterwards, gradually extending them to other parts of the city, as condition may demand. From what I know of the existing conditions in Detroit it seems to me there is little question as to the wisdom of such proceeding.

Miss Grace H. Rose : The question as to whether a central graded school or scattered classes in different parts of the city, would prove most beneficial to the interests of the deaf, is a general one. In some cities, notably Boston, the central school plan has been successful. But that city is more largely intersected by street railways. So it is far easier for the pupils to reach the school building. Many of the pupils in Detroit live at a distance from any line of cars, and few of the parents are able to stand the expense of the daily car fare. Being with the hearing pupils before and after school, at recess, conforming to their customs and ways, does away with that feeling of isolation that so many of the deaf, after having been constantly associated with similiary afflicted ones during their school lives and unconsciously acquiring their mannerisms, have.

After the reading of letters the President announced the dis-

cussion opened, and called upon Superintendent of Public Schools, Mr. Wales C. Martindale, for his views on the subject.

Supt. Martindale : Since my connection with the oral day school work for the deaf, I have corresponded with nearly all of the leading authorities on this subject in this country and have found most of them in favor of sending the schools to the people—of having schools as near to the homes of the pupils as possible. I believe that kindergartens should be established for the young children, also classes in separate schools as high as the fifth grade. Then, after the pupil has become proficient in elements and science of speech, the advanced pupils could be graded in one centrally located building. I object strongly to anything that savors of institutionalism, or to one central school for all the deaf in a large city, as I believe that experience and association with hearing children is absolutely essential to the success and happiness of a deaf child.

Mr. Tryborn, Supervisor of Manual Training in Public Schools and formerly of the Horace Mann School in Boston : Every question has two sides and we must weight advantages of both sides. My experience has taught me in my manual training classes, that I can obtain better results with a class of twenty pupils than with one of eight pupils. They display more enthusiasm, and bring more effort in their work, also they sooner find out their individual power. I believe the deaf would be happier in one school, graded and centrally located. By placing them in separate schools they would feel as a foreigner does among another class of people.

Mr. F. Reed: I can readily understand what Mr. Tryborn means in his work of manual training, but I do not think it will apply to individual work, which must be given the deaf child. The greatest benefit to the deaf is to be obtained from their association with hearing children, and in order to accomplish this we must have schools scattered throughout the city where they can mingle with hearing pupils.

Miss L. Donohoe : When I first entered upon this work in this city, I firmly believed in having the schools located in different sections of the city, but being the only teacher here for

the past four years and having a class of from twelve to fifteen pupils during that time, my experience has taught me that better results can be accomplished if children were all located in one building where they could be graded. They could then pass from one teacher to another thereby not losing any time. You will find in a class of six pupils that they nearly all are of different grades. While a teacher is instructing one pupil the others are losing valuable time. By locating in an annex to a hearing school, the children could find the necessary association of the hearing pupils.

Dr. Ellis, School Inspector: I would like to ask Miss Donohoe if age makes any difference among pupils. Do older pupils (who are backward in learning, or who have not early in life had the opportunities to go to school) object to being placed in a class with small children?

Miss Donohoe: Yes, I have found age makes a great difference. Three of my older boys of last year felt keenly their being placed with my little ones in my class and so failed to come back this year.

Supt. Martindale: We must have a teacher to look after just such pupils as this, and place them together in one class.

Dr. Ellis: I think age has much to do with keeping many away from school, while if they could be placed in a class by themselves, graded according to age, they would gladly attend school.

Mr. R. S. Larrabee: I came from home this evening with full instructions from my wife to vote for one central graded school and supposed that settled the matter—at least supposed that settled it in my mind. But, since listening to the discussion here tonight I hardly know where I am at, but rather think if anywhere I am on the fence, and will have to report progress when I go back home. I can readily see that a deaf child would receive great benefit from the association of hearing children, and while one central school has its advantages, yet much would be lost if kept from hearing pupils.

Miss Donohoe: Could they not receive the benefit of association with hearing children in one central school by locating in an annex to some hearing school?

Mr. Tryborn: In one central graded school classes move from room to room. Each teacher has two or more subjects to teach each class, thus time is not lost to the pupil.

Mr. Larrabee: Could we not have two schools, one on the east side and one on the west side and still be within the law.

President Krauss: Not if we have pupils enough for other schools in other sections of the city. We must support the spirit of the law.

Mr. Tryborn: Miss Fuller's school in Boston is in a large "institution," and yet it is called a public school.

Supt. Martindale: I believe Miss Fuller's idea is to keep as far as possible from institutionalism. From my own observation, they had the most perfect system of oral day schools to be found in this country in Wisconsin. If you wish a child to speak a foreign language the easiest plan is to place it among those who speak that language fluently.

Pres. Krauss: Our experiment is a new departure. Our plan of teaching is a new departure and we are proud of it. We believe it to be the best method of teaching the deaf. We are on new lines, and are looking for help by having these discussions, and we propose to make progress. If we have any precedence it is in Wisconsin. If we have any help from any system, it is from Wisconsin. We want to submit these views to Prof. Spencer and to Dr. Bell. If we keep in touch with them, we shall be gainers.

Mr. E. S. Annis: I think the people who framed our law were opposed to the idea of institutionalism. I believe to have one graded centrally located school would be founding another Institution like that at Flint. My daughter derived great benefit in mingling with hearing children.

President Krauss: Our Superintendent was consulted by the framers of our Deaf Bill, and I can safely say we can leave our work in his care and it will be ably looked after, as he takes a broad view of this subject, having studied it carefully from all sides. There is one thing I wish to bring up this evening, that is, that our Association as a whole subscribe for the ASSOCIATION REVIEW, and that it be made our organ of communication with

other Parents' Associations in the country. It will be kept here continually for reference and instruction.

Mr. Reed then made motion, seconded by Mr. Larabee, that the ASSOCIATION REVIEW be made the official organ of our Association in Detroit, and that we draw on our society for funds to pay for the same. Carried.

President Krauss: The purpose of this meeting and this discussion will be given the ASSOCIATION REVIEW for the help of other Parents' Associations.

Superintendent Martindale: My idea is, and aim will be, to bring these schools to the people. We must do that in order to reach the masses. It would please me if you would make these meetings wholly informal. We will have better success and all can work together.

President Krauss, on behalf of the Association, thanked Supt. Martindale for his attendance and announced the meeting adjourned.

ANNA E. ROBINSON, *Secretary.*



## REVIEWS.

### MR. HAVSTAD'S REPORT.<sup>1</sup>

The Report of Mr. Lars A. Havstad, as a representative of the Norwegian government, upon his visit to America and Great Britain, in the part covering his general observations and conclusions, was given in the February number of the REVIEW. The following is the portion of the Report giving Mr. Havstad's impressions of the individual schools that he visited in America:

#### AMERICAN SCHOOLS FOR THE DEAF.

1. *The Wright-Humason School*, 42 West 76th Street, New York City.—This is a school for the children of wealthy people, and the charges for board and instruction are 1000 dollars per annum. The number of scholars is limited to about 20, of various degrees of intelligence except those who are mentally weak. I saw several, however, whose appearance seemed to indicate rather a low grade of intelligence. It is preferred that scholars should enter at a very early age, even three years, and remain in the school provided they are sufficiently talented until they are ready to enter an examination for a college or university.

At the first instruction (in the kindergarten division) the word and sentence method is employed. The scholars learn words and short sentences, first by lip-reading, and then by writing, before they are made acquainted with the different sounds; they are also made to imitate the speech of the teacher by the movement of their own lips, before they pass on to the sound-instruction. They learn to know the appearance of different words and short sentences written on the blackboard, before they learn the form and significance of the various letters.

I asked whether the circumstance that during the kindergarten exercises the scholars acquired what might be termed "a wild pronunciation" did not prove a hindrance to their learning to articulate correctly. In reply, I was told that even normally endowed children in the beginning pronounce words in a defective and faulty manner; and that no difficulty had been experienced in teaching deaf children a correct pronunciation when the time came to commence exercises in the different sounds.

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<sup>1</sup>Translated from the Norwegian by H. Jacobson, Washington, D. C.

2. *New York Institution*, West 162-165th Streets, New York City, E. H. Currier, M. A., Principal.—This school is one of the largest (460 scholars) as well as one of the oldest in America (founded in 1818), possesses fine buildings and is amply supplied with all the necessary material. Its location, in a park overlooking the Hudson River, is exceedingly beautiful.

It possesses quite a museum of articles used in instruction ; which is likewise the case—though not to that extent as at the New York Institution—in several other American schools, even some of the smaller ones, which have sufficient funds for this purpose. Any article which is needed in instruction is brought down to the class-room from the museum, and returned to its place after it has served its purpose.

The method followed in instruction is the "combined" method, applied in this manner that all the scholars receive instruction in speech and are perfected therein as far as circumstances will permit, whilst at the same time the hand-alphabet is the general means of communication in the class-room. Some years ago this school was a sign-school, but a change has gradually been made in that respect. First, instruction in speech was introduced, and recently the signs were banished from the class-room. Signs are, nevertheless, the usual means of communication between the scholars themselves and between the teachers and scholars, outside the class-room. The boys wear a uniform, salute in a military manner, and are called "cadets."

As a general rule, the scholars remain at this school from 10 to 12 years, [from the age of 5 to 8, to 17 to 20 years]; and those in the upper classes [so-called grammar classes] appeared to possess considerable knowledge. There is a scholar's library and a reading-room, of which good use is made. As in many other American schools, newspapers and periodicals are taken for the older scholars.

The separation of the scholars is made according to their proficiency, i. e., the more proficient—according to the number of points obtained—are formed into separate classes.

Both boys and girls are instructed in cooking. The Principal himself is an experienced cook. The reason why the boys receive instruction in cooking is found in the circumstance that male cooks are in great demand in New York and that, on general principles, it is the aim of the institution to make the scholars in after-life as independent of others as possible. I was told that many of the scholars have reached a very high degree of proficiency in cooking.

The boys are also taught various trades. I noticed a printing office, a carpenter, shoemaker, and tailor shops. The girls are instructed in different kinds of female work; and this instruction was, as in many other schools, arranged in a most systematic manner. The printing office appeared to be very complete in every particular. As the scholars

generally leave the school at the age of 20—likewise those who have spent less than 10 years at the school, as many enter when 10, 12, or even 14 years old—instruction in various trades has become a necessity, if the scholars are not to become too old before they learn something which will give them a living.

The school possesses a large garden, in the cultivation of which the scholars take an active part.

3. *Institution for Improved Instruction of the Deaf*, 902-924 Lexington Ave., New York City.—This school, which in its time was the pioneer of the speech-method in the city of New York, is, since the resignation of the former Principal, Mr. David Greene, temporarily managed by Mr. Mitchell, who had introduced the usual German articulation-instruction, whilst the word method was followed as long as Mr. Greene was Principal. As the school was in a period of transition, I deemed it best to limit my visit to a few hours. The number of scholars is about 200.

I also visited Mr. Greene who has a private school on Madison Square. It is his decided opinion that it is impossible to advance backward scholars by any other than the speech-method.

4. *The American School for the Deaf*, Hartford, Connecticut.—This school possesses old fashioned but spacious and comfortable buildings situated on high ground, surrounded by country houses. The number of scholars is about 150. The Principal, Dr. Job Williams, informed me that the articulation method is tried with all scholars, and that 70 per cent. of them learn to speak, whilst 30 per cent. do not reach this desired end. The means of communication, however, is the finger-alphabet and writing, and signs are used by all outside the class-room. The scholars were only in part classified according to their proficiency. Those in the higher classes were distinguished by a considerable degree of knowledge. As in many other American schools, the more advanced scholars received instruction in such subjects as physics, chemistry, and natural philosophy. It must be said that, on the whole, this school furnishes an excellent example of what can be done by the "combined" method.

This school was originally [since its foundation in 1817] called "The American Asylum for the Deaf and Dumb," but a few years ago a radical change was made in the name, as the word "School" was substituted for "Asylum" and the last two words "and Dumb" were dropped. The proposition for this change was laid before the Legislature of Connecticut, accompanied by a petition from former scholars advocating the change. During the last ten years many American schools have made similar changes, including speech-schools, combined schools, and sign-schools. The word "deaf" is now considered as the correct term, whilst the word "deaf-mute" is only a variety of the former. The last men-

tioned term is preferred in all cases where otherwise the words "deaf and dumb" would have to be employed.

5. *The Clarke School for the Deaf*, Northampton, Massachusetts.—This school, which was opened in 1867 by Miss Harriet B. Rogers, who adopted the speech method at the suggestion of Mr. Gardiner G. Hubbard, the father of Mrs. A. G. Bell, must be considered as the pioneer of the speech method in the United States, as from its foundation lasting results in this direction may be dated. It has about 150 scholars and is now managed by Miss Caroline A. Yale. The force of teachers consists almost exclusively of ladies, and the school possesses very considerable funds. Instruction in the lower classes is imparted according to the element method, beginning with sound exercises. Miss Yale rejects the word and sentence method as an unnecessary and round-about way for reaching the desired end. Here, as in other places, it is maintained over against the advocates of the last mentioned method, that deaf children, when they enter school, are further advanced as regards the faculty of thinking than the normally endowed children at the time when these unconsciously or semi-consciously receive the first impressions of speech; and that, consequently, the method for instructing deaf children in speech must be a different one. This will of course carry special weight in cases where the scholars are not very young when they enter school.

In the highest class of this school instruction was given in physics, chemistry, some branches of mathematics and natural philosophy. During my visit to one of these classes, the events of the day were discussed and amongst the rest the scholars gave their views concerning the peace propositions of the Emperor of Russia. New inventions and discoveries are likewise made the subjects of discussion in the class-room. The library and the reading-room are well furnished with books, newspapers, and periodicals.

A peculiarity of the Northampton School is this, that there are no large dormitories, but that the scholars sleep in small bedrooms, four at most in one room. The older scholars have a separate bed-room each. The number of scholars in a class, is—as in most of the other schools—about the same as in Europe. As far as my observation goes, the manual schools appear to have a slightly larger number of scholars in each class than the speech-schools.

The Northampton School has separate buildings for the primary department, the intermediate department, and the grammar department.

6. *Western New York Institution*, Rochester, N. Y.—This school which is under the management of Dr. Z. F. Westervelt, and numbers about 150 scholars, divided into a kindergarten department [in a separate building] and the school proper, is one of the most characteristic and, I must say, one of the best managed schools I have ever seen.

The method followed—to the exclusion of all signs both in and out of

the class-room—is the speech method and the hand-alphabet for all scholars. Even the most backward children learn to speak, and even the most talented learn the hand-alphabet and use it as well as speech.

At the time when I visited the kindergarten of this school, an experiment was being made with the word method; but the Principal thought that the advantage derived therefrom was very insignificant, and felt inclined to return to the element method.

The principal objection which I raised to the use of the hand-alphabet was, that thereby the scholars were somewhat hindered in acquiring the capacity of reading spoken words. The Principal, however, was of opinion that this advantage was more than counterbalanced by the fact that the reading of the hand-alphabet by the scholars was more exact and more reliable than the reading of spoken words. I give, below, an extract from his written statement concerning the principles followed by him.

Dr. Westervelt calls attention to the circumstance—and it will be seen that this is of special importance in countries where the difference between the written and the spoken language is so great as in English speaking countries—that the scholars learn the written form of the language much quicker when aided by the hand-alphabet. He was not satisfied with the speech which scholars learn at speech schools; and, as the hand-alphabet was in reality a writing in the air, and in many respects had the same character as speech, but held the eye riveted more firmly than speech, and could more accurately “transmit thoughts,” he was of opinion that the scholars come, so to speak, in possession of a richer life, when they obtain the liberty given by the mastery of three means of communication, *i. e.*, speech, hand-alphabet, and writing. The sign-language, on the other hand, he thinks narrows down the mind which is limited thereto; and it is certain that as a general rule, the deaf will be limited thereto in cases where this language is used in the school. Lip-reading by itself becomes too much a mere guess-work which must be supplemented by the hand-alphabet and by writing. Wherever a scholar acquires a large stock of words by reading [of writing and the hand-alphabet,] he will easily become proficient in speaking words as they are pronounced, and learn to speak more fluently, than if lip-reading followed the acquiring of a limited stock of words.

This method—first a stock of written words, then speech and lip-reading—is by Dr. Westervelt considered the best both for backward and for bright children.

Dr. Westervelt looks upon the hand-alphabet as, on the whole, furthering speech, although—as he states expressly—it may also crowd out speech and thus exercise a detrimental influence, unless a careful watch is kept.

It is impossible to decide how much of the excellent results obtained in this school is owing to Dr. Westervelt's prominent qualifications as

teacher, manager, and leader, and how much is owing to the method itself, as this method is not followed in any other school. But this is certain that the Rochester school does a great and good work. In the High Class instruction is also given in French: It seems that the Principal has succeeded in keeping the hurtful influence of the signs away from his school.

The circumstance that graduates from the Rochester School when coming in contact with deaf-mutes in the large cities, like all other deaf people, acquire a knowledge of the sign-language, does not prove anything; as all persons, even those possessing all their natural faculties, when they desire to have intercourse with deaf people, are compelled to learn this language.

I must mention another peculiarity of the Rochester School: the teachers are not confined to one class, but they are all teachers of certain subjects. All classes in one and the same division [the kindergarten and the school proper are kept strictly separate] receive in their turn instruction by teachers of special subjects. This system is maintained throughout. Dr. Westervelt is of opinion that each teacher will give the greatest satisfaction when teaching his favorite subject, and that it is beneficial for the scholars to receive instruction, at least one hour a day, from their favorite teacher, which under the system of class-teachers may in some cases never fall to their lot. It is also refreshing to both teachers and scholars, to "see new faces."

The time-table of this school is likewise peculiar. Instruction in one subject occupies no more than 30 or 40 minutes at a time. In the kindergarten-department instruction commences at 9.05 a. m.; at 9.40 a. m. the class passes over to another subject [and to another teacher,] and at 10.05 a. m. to another. From 10.40 till 11.20 a. m. there is an intermission; followed by instruction till 11.55, and by a change of the subject till 12.30. The noon-day recess lasts from 12.30 a. m. till 2. p. m. Instruction from 2.00 till 2.40 p. m. with the changed subject till 3.20 and with another change till 4.00 p. m.; when the work of the day is ended. The above-mentioned hours include instruction in manual labor and drawing. On Saturday, instruction in this division ends at 12.30. Kindergarten-exercises are engaged in on Sundays from 3 to 5 p. m., as the main point in this division is this that teachers and scholars are constantly together; but as many of the exercises are in the nature of play, the work of the scholars is by no means as arduous as might be supposed from the time-table.

In the other divisions, the preparatory, the primary and the high class, instruction is given from 8.30 till 9.10 a. m., from 9.50 till 10.40 a. m., 11.10 a. m., till 11.50, a. m., till 12.30 p. m.; noon day recess till 2.00 p. m., followed by instruction in three subjects—40 minutes for each—till 4.00 p. m. All instruction both theoretical and practical is comprised within

this time. Theoretical or "book" instruction occupies two-thirds of the time, i. e., 4 hours. Saturday, as in all American schools, is a holiday, and is generally devoted to games and sports.

Dr. Westervelt informed me that the above-described system, with teachers for each subject and "rotation," has been followed by him for 22 years. Another peculiarity of this institution is this that each one of the more backward scholars has one of the brighter scholars from one of the higher classes detailed to act as his mentor. This mentor must, outside of the class hours, constantly talk to the more backward scholar both orally and by means of the hand-alphabet, but never by signs. Dr. Westervelt told me that in this manner the speech of the less gifted scholars was developed to a remarkable degree.

The school has large common dormitories, but those portions where the older scholars sleep are partitioned off, so as actually to create small bed rooms. In the newly erected kindergarten building there is a most excellent arrangement whereby the towels, combs, brushes, soap, etc., of each scholar [or of every two scholars] can be lowered from a kind of wall closet, and, after use, can again be hoisted into the closet. Here, as in all American schools, everything needed for keeping the scholars clean, is provided in first class style; there are fine stationary wash stands with spigots for hot and cold water, well furnished bath rooms, etc. The Department of female work is arranged in the most systematic manner and is absolutely complete in every respect.

7. *The Day-schools of Chicago.*—The city day-schools of Chicago have been in existence for many years. They are scattered all over the city and were originally all manual schools. Some years ago, however, they were re-organized, and it was determined that the parents of the scholars should have the right of selecting for their children the method which they preferred. At present, the total number of day-schools [all of which have rooms in the public school buildings] is 11, of which 4 are manual schools and 7 speech schools. The number of scholars in the first mentioned schools is 30 to 40, and in the last mentioned about 120, of which 40 are in one school. In those schools where the speech-method is employed, this method pure and simple is followed to the exclusion of signs; and the word and sentence method is employed in the instruction in articulation, but in a somewhat modified form, as a beginning is almost immediately made with instruction in sounds. I was informed that the brightest scholars of the speech schools, after completing their course in the day schools, continued their education in the city manual training schools, which do not—as might be supposed from the name—confine their instruction to various trades, but form in reality a continuation of the previous course and give instruction also in such subjects as French, German, and Latin. As the speech schools, although they have the larger number of scholars, are only of recent origin [the

oldest had been in existence 3½ years at the time of my visit] only the private scholars of the Superintendent, Miss McCowen, have, so far, entered the manual training schools.

I found that I was correct in my supposition that the scholars from the public schools prefer to use signs in their intercourse with deaf persons whom they meet outside of the school; but I was informed that this tendency had been successfully combatted, so that the harm done is very slight.

8. *Miss McCowen's private Oral School*, 6550 Yale Avenue, Chicago. —This school, which numbers from 20 to 30 scholars, is an excellent illustration of what can be accomplished by the speech method when employed in a small school, and when instruction commences when the children are quite young.

Scholars are taken, if desired, at as early an age as two years. When I visited the school the youngest scholar was six years old. They begin to learn to speak by means of kindergarten games. In these games, strange to say, piano-playing formed a prominent part. When the lady teacher plays on the piano, the scholars at first put their hands on the keys of the piano, and endeavor to follow the playing, as well as they can, by feeling. Then they attempt to move in time with the playing. Miss McCowen is of opinion that it proved an advantage to speech-instruction to have the deaf children get some idea of time and rythm. During the kindergarten exercises the teacher was continually talking to the scholars. Miss McCowen said that both methods, the "word-method" and the "element-method" should, as far as possible, be employed simultaneously, but that she would not defer giving to the children the meaning of words until they had learned the sounds.

As regards the preparation of the scholars for further instruction in schools for normally endowed children, Miss McCowen expressed her views in a very matter-of-fact way. Not all deaf children could follow that course, and the teacher who is to instruct them in the common schools, must be prepared to devote special attention to them.

In this school I also noticed a peculiar kind of black board made of glass. The glass was somewhat rough and was placed either on a light or dark background. These wall boards are very pleasant to write on with chalk and are easily cleaned. Strange to say, the white chalk writing is brought out very distinctly on a background which has nearly the same color as the opaque panes of glass used with us in doors, or partitions.

Here, as in other American schools, I was surprised at the firmness and beauty of the handwriting of even quite small children. In America children at the age of five write fully as beautifully and distinctly as children of twice that age in Norway. This struck me particularly in



the speech schools where, from the start, writing does not play as important a part as in the manual schools.

9. *Ohio Institution*, Columbus.—This large school [470 scholars] which has a Superintendent to look after outward affairs, and a Principal who directs the instruction, will, after the new building is completed [in October, 1900,] be one of the most magnificently housed schools in America. The method is the old one, viz.: signs for all, the hand-alphabet for all. Those children, however, who show any adaptation thereto, are instructed in speech.

The principal, Mr. Robert Patterson, is a highly educated deaf gentleman. The force of teachers impressed me as being exceedingly able and zealous. The course of studies seemed well defined, as there was a very complete and detailed set of regulations for each class, both as regards the extent and the character of the studies to be followed in each class; weekly reports were made out as regards the progress of each scholar.

The school in Columbus is subject to the same unfortunate influence as other large state schools in America, viz.: that at a change of administration, the political party that has gained the victory has the right to discharge both the superintendent and any of the teachers. Thus a few years ago a clean sweep was made in Indianapolis and in Jacksonville, Illinois. The superintendent of the Columbus school had held his office for a few years only at the time I visited the school. I now learn, that after the midsummer elections, he has again been appointed, to the great satisfaction of all the teachers. Public opinion, however, has so strongly expressed itself against this political system, that it has been entirely abandoned as regards a number of schools; and there is a well-founded hope that in the course of time it will die out entirely.

10. *Pennsylvania School for the Deaf*, Mt. Airy, Philadelphia.—This large institution, whose Superintendent is Dr. A. L. E. Crouter, was the original state school of Pennsylvania, and was formerly located in the heart of the city of Philadelphia. Some years ago, however, it was transferred to large new buildings in a beautiful part on high ground north of the city, about where the suburb quarter ends. It takes about an hour by street-car and about 25 minutes by railroad to reach the institution from the center of the city. Of all the institutions which I visited in America and England this is the most magnificent, both as regards the buildings and the park in which it is situated.

The school has had a very remarkable development. When I visited it, the school numbered 500 scholars [the buildings have room for a much larger number], and of these only 50 were in the manual department. Not many years ago this school was a sign-school with a little instruction in speech for such scholars as showed special talent in that direction. When the present Superintendent took charge of

it, he introduced quite a number of reforms, and amongst the rest abolished the use of signs in instruction. He next began to divide the scholars in this manner that those who showed a talent for speech were put in a division by themselves. Every succeeding year the number of scholars admitted to the speech-division increased; and at the time when I visited the school, hardly any of the scholars were placed in the "writing" division, only mentally weak children being so placed. Miss McDowell who has charge of the preparatory department estimated that only about 5 per cent. had to be separated from the rest. It is her opinion that those scholars who are able to learn a language should learn to speak. It is thought that the time is near when no other method but the speech-method will be employed at Mount Airy. If some of the scholars who showed no talent for instruction in speech, were nevertheless compelled for some reason or other to stay at school, a special school for such might be started in some other locality. No definite plan, however, had been reached as regards this matter.

The way in which the proportion between the manual method and the speech method has developed in the Pennsylvania School will best be seen from the following table:

	1898	1890	1892	1894	1896	1897	1898
Manual Method.....	333	332	274	176	121	93	60
Speech Method.....	100	100	170	304	390	416	446
Total .....	433	432	444	480	511	509	506

The grading of the scholars, according to their capacity, is effected in this way that the more talented scholars follow a more extended course of study than the less talented ones.

The instruction in arithmetic, as given by one of the teachers, struck me as peculiar. He followed the principle that the scholar should by himself find the solution of the problems, before he is made acquainted with the usual formulas. The scholars were, therefore, given examples in multiplication and division without any explanation as to the manner in which they should find the answers. Only after the scholars had gained some practice in solving arithmetical problems in their own way, they were taught the conventional method of solving these problems. The teacher was of opinion that in this way the scholars grasped the points in question more effectively, and gained greater self reliance and assurance in doing their calculations. I must add, however, that some of the other teachers did not share this opinion; and I only mention this

circumstance as an instance of the tendency of all American instruction to cause the scholars to think and act for themselves.

The printing-office of the institution is well supplied with all modern appliances. Amongst the rest I saw a machine which automatically casts and sets type, simply by pressing a button for each letter or sign. These machines, called "linotypes," are manufactured by the Mergenthaler Co., New York.

I was informed that the large school at Jacksonville, Illinois, has recently begun to follow the same course of development as that of the Pennsylvania School.

11. *Home School for Deaf Children* at Bala, a suburb of Philadelphia.—This school which is situated in entirely rural surroundings, and is under the superintendence of Miss Mary Garrett, numbers 50 scholars most of them very young, from three years upward. The oldest were only 11 to 13 years old. It was exceedingly interesting to follow the speech exercises of the children which, as regards the smaller ones, assumed the character of play. The word and sentence method was at this school followed in its purest and simplest character. The scholars do not learn to write until they have been at the school a considerable time, sometimes as long as three years. During this long period all the exercises are exclusively oral. I was not able to form a definite opinion as to the advantage of this method. I found that it was severely criticised even by persons who on important points agree with Miss Garrett. But as regards the effectiveness of the instruction and the results obtained thereby, I became convinced through conversations with the scholars and a brief examination that the results were by no means small. The highest class [children of the age of 11 to 13 years] showed considerable proficiency in speaking and general knowledge, and most of the scholars in this class, moreover, wrote a very beautiful hand.

Miss Garrett is much more sanguine than Miss McCowen in Chicago relative to the possibility of transferring deaf children—after a course of 6 to 8 years—to the schools for normally endowed children. She is of opinion that all those who are able to acquire speech, are fit for such a transfer.

I shall here give a short extract from a Report on this school, communicated by the President of "the Home Congress" in Boston, 1896, and which, as far as the more important points are concerned, applies to all those schools which follow, in most respects, one and the same method, i. e., besides the Bala school, the various day-schools where the speech method is followed [e. g., in Chicago,] the Horace Mann school in Boston, the Wright-Humason school in New York, etc.:

"The aim of the Home is to give young deaf children the same advantages, and the same opportunities for acquiring speech by means

of the eye, which we ourselves, when at that age, enjoyed by means of the ear, since it has been incontestably proved that under these conditions the deaf child acquires knowledge just as readily as the hearing child. With this view the deaf children are constantly kept under the influence of conditions which lead them to articulated speech and lip-reading. No thought is communicated to their brain by gestures or signs; it is considered best that for the time being they should remain without a full understanding of the ideas, till they learn to understand them through constantly repeated spoken words in conjunction with action and object lessons, and through the instinctive acquisition of the thoughts produced thereby, so that of themselves they become accustomed to that speech and lip-reading which in after life will be the indispensable means of communicating with others. They sit at table in the company of grown people, and during their walks, their games, in the bath-room and in the dormitory they are accompanied by highly educated matrons, who talk to them just as they would to hearing children, and guide them in the use and understanding of speech. The tables in the dining-room are arranged in such a manner that each group of children sits at table with a grown person whose duty is to keep up a conversation adapted to the mind of the child, and to gradually lead them on further. Thus, e. g., the very small children are addressed in very simple sentences and are expected to answer only in single words. The children who have acquired the first sentences are instructed as to their use, and the older scholars are engaged in conversation during which they constantly learn new words, facts, and combinations."

12. *Gallaudet College*, Washington, D. C.—I do not consider it necessary to give a lengthy account of this well-known college for the deaf, at the commencement exercises at which I was present. This college has a four years' course for talented deaf persons who have already acquired the knowledge which is usually gained in the high class of one of the ordinary schools for the deaf. Some years ago the college was thrown open to women, with this result that at the present time there are at Gallaudet College nearly as many lady as gentleman students. This College resembles very closely our "gymnasia" in Norway, and the final examination, our "examen artium." The course of study embraces natural sciences, mathematics, French, German, Latin, Greek, and philosophy. This College was founded as early as 1864 by the eminent gentleman who still presides over it, and for many years the usual sign-method was employed in instruction. But consequent upon the change of method in the common schools for the deaf, signs are no longer used, but only the hand-alphabet in the class and recitation rooms; in this manner, however, that those students who have acquired speech at the school which they attended before entering the College, use speech in all cases where proper regard for those who are ignorant of speech does not

compel them to use the hand-alphabet. Outside of the class-room the students are at liberty to use signs.

This College is a living testimony to the fact that talented deaf persons can reach a very high degree of education and knowledge, no matter what method is employed.

The most talented graduates of speech-schools do not, however, as a rule attend this College for acquiring a higher education, but either receive instruction from private tutors, or—of course only in isolated cases—enter the preparatory examination at some university.

In many places in America I met with former scholars of Gallaudet College, occupying various responsible positions, most of them as teachers in schools for the deaf, but some likewise holding positions which as a general rule do not seem to belong to the province of the deaf. Some are employed in the Departments of the Federal Government, and others in similar offices in different states of the Union. Mr. Geo. T. Dougherty is the city chemist of Chicago. Several are preachers—of course for the deaf, and not a few follow mercantile or industrial pursuits of their own. The number of students at Gallaudet College, both male and female, is about 100.

By Act of Congress this College has the right to confer degrees, of "bachelors," "masters," and "doctors," and is under the immediate supervision of the Federal Government. The President of the United States is its patron ex-officio, and signs all important documents, e. g., diplomas, etc.

I could not sufficiently admire the ability and superior manner in which this College is conducted by Dr. Edward M. Gallaudet. It may well be said that this man by founding an academy for higher education has given a powerful incentive to all other schools for the deaf to raise their standard and increase their efficiency, and to extend their course of study to subjects formerly not thought of.

13. *Columbia Institution for the Deaf*, Washington, D. C.—This school for the deaf of the District of Columbia is closely connected with Gallaudet College, and may be considered as its parent school. The method of instruction is the "combined method," using the hand-alphabet and writing as a basis, but with perfect liberty to use signs. Those scholars who show talent for speech, receive instruction therein. The school numbers about 50 scholars, and is located in close proximity to the College on the estate called Kendall Green.

14. *Horace Mann School*, 178 Newbury Street, Boston, Mass.—This school for the deaf children of the city of Boston numbers about 100 scholars, and is in charge of Miss Sarah Fuller. About the same method of instruction is followed as in the Wright-Humason School and Miss McCowen's Schools. Both exercises in sounds and instruction in writing are taken up at a much earlier stage than at the Bala school

near Philadelphia. Scholars are taken at the age of three years; and Miss Fuller expressed the wish that scholars should invariably enter at that or even an earlier age, the younger the better, as the development of speech was greatly furthered by commencing as early as possible. The regular course of the school occupies ten years, but may be extended to twelve years. The city of Boston pays all traveling expenses [street car tickets, etc.] for children and the persons who accompany them, who live at a distance from the school. Instruction is given in cooking. It should be stated that the city of Boston has given to this school a building in the best part of the city; just as if the city of Christiania would give a building for a school for the deaf on the "Drammensveg" [one of the finest streets of Christiania.] Nearly all the American schools for the deaf, both in small and large cities, are situated in the finest portions of the cities.

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**Report on the Deaf for 1898, to the State Board of Charities of New York; by Mr. and Mrs. Edmund Lyon, inspectors appointed by the Board.**

This is the annual report published by the state of New York of examinations made of its ten schools for the deaf, by Mr. and Mrs. Edmund Lyon, special inspectors appointed for the purpose. It is the third report of the kind and is made the more interesting because of the comparison that is instituted in its findings with the findings of former reports. It is the practice of the inspectors to make careful and thorough examination at least once a year of the work done in each of the schools for the deaf in the state, and by a system of uniform tests employed, the results from these examinations are presented in a form for comparison as between schools and as between years. The use of letters to designate schools effectually conceals their identity in all comparisons made, so that knowledge as to what the report shows as to any individual school is limited probably entirely to persons whose business it is to know.

The examination in school-work is for the most part a test in the understanding and use of written language, and the test

is made in all cases of pupils who have been under instruction six years or more. The questions asked and the exercises given are of a character to give each pupil tested a chance to show his degree of ability and attainment in comparison with his fellows in his class and in the school, and also to give each school a chance to show the relative excellence of its work in comparison with the work done in the other schools of the state. The system seems a fair one: certainly it is as fair for one pupil as for another; for one school as for another. The only element of unfairness that might be urged is that one school or several schools might be more familiar with the particular tests or exercises given than the others. But conceding this, it would be but a temporary advantage, for, after a term of years, a certain degree of uniformity of preparation for the inspectors' tests would come to prevail, and thus each school would have an equal chance to show good work with the rest. The profession is interested in these tests, and we believe it will be more interested as successive tests are made that will possess that element of fairness which greater familiarity and due and equal preparation give.

The inspectors in their report give a table or diagram which shows the results in comparison of three successive examinations given, year with year, and school with school. Each school with its relative standing is designated by a letter of the alphabet, as A, or B, or C, etc. In succeeding years changes in relative standing are indicated by changes in letters, and lines are drawn showing the direction in each instance of change, whether upward or downward. The details given are an interesting study. School B, for instance, in 1896, had 20 per cent. of its "eligible" pupils absent. By this we understand a large portion of the pupils in the school of six years standing or over for some reason were not brought in for the examination. In the next examination, a year after, this school with none of its eligible pupils absent, becomes school G, considerably lower in rank; and again, a year later, with none absent, school E, somewhat higher in rank. Other changes in relative standing quite as great as this are shown. By courtesy of the state authorities of New York we are enabled to present the diagram itself as follows:

## COMPARISON OF STANDINGS FOR THREE YEARS.

1896			1897			1898		
Designation of School.	Percentage of eligible pupils absent from examination.	Grand average standing.	Designation of School.	Percentage of eligible pupils absent from examination.	Grand average standing.	Designation of School.	Percentage of eligible pupils absent from examination.	Grand average standing.
A	85% .00		A'	0% 74.4		A''	1% 75.0	
B	20% 53.5		B'	0% 49		B''	8% 54.4	
C	17% 51.6		C'	0% 47.9		†C''	0% 52.8	
D	10% 48.4		D'	4% 46		D''	8% 47.1	
E	25% 47.2		E'	0% 45.8		E''	0% 44.5	
F	36% 50.5 43.3		F'	5% 43.4		F''	0% 44	
G	6% 40.1		G'	0% 42.6		G''	1% 40	
H	12% 35.6		H'	4% 40.7		H''	6% 39.9	
I	23% 30.8		I'	1% 29.5		I''	0% 27.8	
J	—		J'	—		J''	—	

†C'' in 1898 designates the Brooklyn branches of St. Joseph's Institute. This branch was permanently discontinued in June, 1898.

\*43.3 was the estimated standing of this school as explained in our report for 1896. The standing of subsequent years shows it to be quite accurate.

For the benefit of teachers who may wish to know something of the character of the examinations given by the inspectors, the questions and exercises constituting the last examination are here presented:



PAGE A.—*Question Paper*—1898.

1. What day is today?
2. What day was day before yesterday?
3. If there are two pints in one quart, how many pints are there in six quarts?
4. If five quarts of milk cost thirty cents, what will six quarts cost?
5. Give the names of five cities in New York State.
6. What country is now at war with the United States?
7. In what month did the war begin?
8. What holiday do you like best?
9. Why do you like it best?

## PAGE B.

(Three minutes will be given you in which to read the following story, and at the end of that time you will be asked to write out, in your own words, all you can remember about the story.)

## LINCOLN'S KINDNESS TO ANIMALS.

Abraham Lincoln was very fond of animals. He could never bear to see them in distress. One day as he was riding along, his attention was called to a little pig stuck in the mud. As he was "dressed up" he did not want to touch the muddy pig. But he thought the poor pig was trying to say, "What! are you going to leave me here? Then my last hope is gone." Lincoln, forgetting all about his fine clothes, jumped down from his horse and pulled the pig from its peril.

At another time when driving through the woods with some friends, he saw two little birds that the wind had blown from their nest. He stopped his horse, picked up the birds, and put them back again into their nest. His friends laughed at him, but Lincoln said: "I could not sleep unless I had got those birds back to their mother."

It is little deeds like these that show a man's true character.

PAGE C.—*Questions on the story.*

1. Who was fond of animals?
2. What could he never bear to see?
3. One day as he was riding along, to what was his attention called?
4. Why did he not want to touch it?
5. What did he think the pig was trying to say?
6. What did he do to the pig?

7. What had the wind done to the birds he found in the woods?
8. What did he do with the birds?
9. What did Lincoln say to his friends when they laughed at him?
10. What shows a man's character?

We are given to understand that the only restriction imposed upon the pupils as regards time was in reading the story, which, in all cases, was limited to three minutes—a period found to be ample for assimilating the thought. All the time desired was allowed for reproducing the story by the pupils in their own words, and also for answering the questions; and afterwards opportunity was given the pupils for the re-examination and correction of their papers.

The above examination having been given to all the pupils in all the schools in the state who had spent six years in school or more, the papers were sent to Dr. G. O. Fay, of the Hartford school, to be read and graded. Every precaution was taken against any intimation as to the source of any paper being given, to the end that marking might be done in accordance with a uniform and reliable judgment measure. Each paper, or rather each page of each paper, was marked a percentage upon the points, first as to "accuracy," second, "composition," third, "thought," and tables are given showing the marks that Dr. Fay gave each pupil upon these points in grading each page of manuscript. The tables give other details as to age, school age, age at which deafness occurred and degree of hearing if any, in the case of each pupil examined.

Among other interesting matter in the report as it deals with individual schools, is a schedule prepared by the Principal of each school showing "the relative prevalence or importance, at the present time, of the different means of communication [speech and lip-reading, writing, manual alphabet, gestures common to the hearing, and conventional or de l'Epee signs] employed by the teachers with the pupils, and by the pupils among themselves when not under the teachers' immediate

influence." These schedules bear every evidence of careful and conscientious preparation by the several Principals, and they furnish a picture of methods and practice in each school as accurate as can be given by words and figures. These schedules will some day be valuable data for historical uses in the study of the development and changes of methods of instruction constantly going on in the schools, and they may come to play no small part in determining methods and shaping policies in the schools in the years that are to come.

A recommendation of the inspectors regarding the disposition that should be made of the feeble-minded deaf now in the state schools, coming just now, is as interesting as it is timely. The inspectors say upon this point:

"Attention must again be called with increased emphasis to what your inspectors consider the improper retention of feeble-minded and idiotic children in institutions of this class and their unrestricted association with the other pupils when so retained. If, under the circumstances, it seems advisable to the appointing authorities that these institutions should receive and retain feeble-minded children, there should be a way provided for disassociating them, to some extent at least, from children not thus afflicted."

The inspectors urge among other things that there should be a greater uniformity in the courses of study of the several schools, and that they should be made to approach as near as may be to those followed in schools for the hearing. A plea is also made that the reading habit should be more generally cultivated by a freer use of standard library books than is now evidenced in the majority of the schools. The inspectors very sensibly observe that, "if reading is essential in the education of the hearing, it would seem doubly so in the education of the deaf," and add, "it is certainly true that the deaf children who read are unconsciously acquiring a better command of language than those who do not read."

The speech and lip-reading work in the several schools was the subject of examination by the inspectors, though no percentage records of findings were made. The method of examination employed will prove, in the opinion of the inspectors,

both positive and satisfactory when proper data regarding the pupils' hearing can be obtained.

Altogether this annual report of the New York inspectors is a most interesting and valuable document, and it must prove itself eventually a potent force contributing to the general advancement of the work of instructing the deaf in all the schools of the Empire state. Examination and comparison together with publicity are factors that properly used make for the best development of our public institutions; New York state is using these factors most skilfully and, it is hoped that time may prove, most successfully.

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**Marriages of the Deaf in America: an Inquiry concerning the Results of Marriages of the Deaf in America.** By Edward Allen Fay. Published by the Volta Bureau, Washington, D. C., 1898.<sup>1</sup>

Few books on the inheritance of human faculties are more important than this volume, which gives the results of researches which have been carried on by the Volta Bureau, which was established by Alexander Graham Bell, "for the increase and diffusion of knowledge relating to the deaf."

Professor Bell has shown that marriages of the deaf are more common in America than in Europe, that they have increased at a higher rate of progression during the present century, that the probability of deaf children is much greater among the deaf than in the community at large, and that deafness—not mere hardness of hearing, but what is called "deafdumbness"—is also increasing among us, and that we are threatened with a deaf variety of the human race. At the same time, it is clear that the probability of deaf children is not equally great among all deaf persons who marry and have children. A person who has lost hearing by accident or disease, at however early an age, may possibly be in no more danger of transmitting the peculiarity than one who has lost an eye or an arm. It is therefore highly

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<sup>1</sup>Reviewed by Prof. W. K. Brooks of Johns Hopkins University, in the American Journal of Insanity, and reproduced by permission.

important, in the interest of the deaf as well as in the interest of the community, to determine the conditions which are favorable and those which are unfavorable to the hereditary transmission of deafness.

This report contains more than three hundred and fifty pages of statistical information, giving, for 7277 deaf persons who have married, data regarding the origin of their deafness, the hearing or deafness of the partner in marriage, the date of marriage, the number of children, the number of deaf children, a record as to the hearing or deafness of brothers and sisters, and information as to the existence of other deaf relatives. These tables, which contain a record of the marriages of the deaf far larger than all previous records put together, are of great interest to all students of inheritance, but their motive is philanthropic rather than scientific.

The work was undertaken, and has been carried on, we are told, "in the hope that it might be of service to the deaf and to society by settling definitely the question whether or not the deaf are more liable than hearing persons to have deaf children; and if it should appear that, notwithstanding the numerous instances to the contrary, they are more liable to this result, by ascertaining whether or not the liability is increased by the marriage of the deaf with one another; also whether certain classes of the deaf, however married, are more liable than others to have deaf children; and, if this should prove to be the case, by determining how these classes are respectively composed, so that, as the result of the conclusions reached, in many instances deaf persons might be advised to follow the choice of their own hearts in marriage, with no restrictions whatever except such as should influence all right-minded persons in this important matter; while, in cases where the deafness of the parents was unquestionably more liable than in others to reappear in the offspring, the persons interested might be effectively warned in time of the danger incurred."

The tables of facts regarding the deaf are accompanied by a thorough and exhaustive analysis, which shows that this practical philanthropic purpose has been attained; and that Professor

Fay is now able to give to those deaf persons who contemplate marriage advice which has the value of scientific demonstration.

While deaf persons are much more likely to have hearing children than to have deaf children, they are much more likely than ordinary normal-hearing persons to have deaf children. Less than one-tenth of one per cent. of all the children of normal parents are deaf, but if one or both parents are deaf, nearly nine per cent. of all the children are deaf. In other words, a normal-hearing pair have no reason to fear that a deaf child will be born to them unless they have more than a thousand children; while if one parent or both are deaf, and they have eleven children, they may, on the average, expect to have one deaf child.

The probability of deaf children is not, however, equally great for all deaf persons, since it depends upon the character of the parental deafness. Marriages of the congenitally deaf, that is, of persons who have never, at any time in their lives, shown evidence of hearing, are far more likely to result in deaf offspring than marriages of the adventitiously deaf, that is, of those who have once heard and have subsequently lost their hearing. Of 526 marriages between a congenitally deaf person and a congenitally deaf or hearing partner, 111, or 21 per cent. resulted in deaf offspring; and 20 per cent. of the children, or one in each five, were deaf; while of 1155 marriages where one partner was adventitiously deaf and the other adventitiously deaf or hearing only 40, or 3½ per cent., resulted in deaf offspring; and only 2 per cent. of the children, or one in each fifty, were deaf.

If it were possible to draw this line with rigorous accuracy, and to divide all the deaf into these two classes, all deaf persons with a marked probability of deaf children would be found in the first class, while the members of the second class, the adventitiously deaf, would have little reason to fear the transmission of their deafness to posterity; but, as a practical matter, it is not possible to draw this line with scientific exactness. Deafness is not usually discovered until the child has reached the age when children usually begin to talk; and it is difficult to determine whether the hearing has been destroyed during this period or has been deficient from the first. If the child has suffered from

some disease which is known to frequently result in deafness, the case is regarded as adventitious, although it may possibly be congenital. If, on the other hand, no such disease has been observed, the case is likely to be regarded as congenital; but it is, perhaps, just as likely that hearing has been lost in consequence of some unnoticed inflammation of some part of the auditory apparatus, occurring at some time before the deafness was discovered. In fact, one who, having heard, afterwards becomes deaf as the effect of disease, may be an example of congenital deafness. When deafness is said to be inherited, it is not actual deafness, but some constitutional weakness or susceptibility to disease that is transmitted, and a child who has heard and has afterwards lost its hearing may, while regarded as a case of adventitious deafness, have the same significance in inheritance as one born deaf.

The term "congenitally deaf" usually means "supposed to be congenitally deaf," and "adventitiously deaf" often means "supposed to be adventitiously deaf." Some more accurate method of classifying the deaf must be employed before we can clearly express the probability of deaf children in any given marriage of the deaf.

It is well known that deafness often prevails in families; that deaf persons often have deaf relatives; and the arrangement of the deaf-married persons, according to the existence or non-existence of deaf relatives gives results which are most instructive.

In 437 marriages of deaf persons where both partners in marriage had deaf relatives, more than 25 per cent., or one in four, resulted in deaf offspring; and more than 20 per cent., or one child in each five, were deaf. In 471 marriages where neither partner had deaf relatives, only 21 per cent. resulted in deaf children, and only one child in each hundred was born deaf ( $1\frac{1}{4}$  per cent. When we consider how few persons, especially in America, where changes of residence are frequent, are acquainted with the condition of all their relatives, it is not improbable that there were unknown or unreported deaf relatives in some of these mar-

riages, and that marriages of this class are even less likely to result in deaf offspring than the tables indicate.

Indeed, Prof. Fay is led to the conclusion that even when deafness is congenital, it should not be regarded as a bar to marriage if neither of the partners in marriage has deaf relatives, since the tendency to transmit deafness, if it exists at all, is very slight. On the other hand, the marriage of a deaf person to a hearing person with deaf relatives is much more hazardous than the intermarriage of deaf persons without deaf relatives. In fact, careful study of the tables indicates that the marriage of two hearing persons who have deaf relatives is just as likely to result in deaf offspring as the intermarriage of two deaf persons who have deaf relatives. Taking all the marriages of a year's standing or longer of which the results have been reported, where both the parents had deaf relatives, more than 25 per cent. of the marriages resulted in deaf offspring, and the proportion of deaf children born to them is 20.9 per cent.; where one of the parents has deaf relatives while the other has not, the proportion of marriages resulting in deaf offspring is 6.6 per cent.; where neither of them had deaf relatives only 2.3 per cent. of the marriages resulted in deaf offspring; and the proportion of deaf children born therefrom is 1.2 per cent. The actual percentage of marriages resulting in deaf offspring, and the number of deaf children born therefrom, when neither of the parents has deaf relatives, may be even smaller than these figures indicate; for in some cases the statement that neither parent had deaf relatives is not well authenticated, and in all of them there is the possibility that there may have been deaf relatives who were unknown to the person who filled out the record-blanks. Prof. Fay is led to believe, from the study of the records, that the probability of deaf children, where neither parent had deaf relatives, is very slight, perhaps no greater than in ordinary marriages.

The marriages of the deaf most liable to result in deaf offspring are those in which the partners are related by consanguinity. Thirty-one such marriages are reported in the marriage records, and of these 14, or 45.1 per cent., resulted in deaf offspring; 100 children were born from these thirty-one marriages,



and of these 30, or 30 per cent., were deaf. It is therefore exceedingly dangerous for a deaf person to marry a blood relative, no matter what the character or degree of the relationship may be, and no matter whether the relative is deaf or hearing, nor whether the deafness of either or both or neither of the parents is congenital, nor whether either or both or neither of them have other deaf relatives.

The student of inheritance will, no doubt, be disposed to state this conclusion in more general terms, and to assert that the consanguineous marriage of one who has *any* constitutional infirmity or defect is imprudent and inadmissible, and that since no one can be sure that both parties to a contemplated marriage are constitutionally sound in all respects, no consanguineous marriage is permissible.

The writer of this review prepared, by request, some twelve years ago, an essay on the conditions which are necessary for the production of a deaf variety of the human race, which was printed in the Report of the Royal Commission on the Blind, the Deaf and Dumb, etc. London, 1889.

In this essay he gave reasons for holding the only necessary condition to be that successive generations of persons—either deaf or hearing—*with deaf relatives* should marry and have children.

This opinion was so much opposed to the views on inheritance which were current at that day that none of the eminent men of science—seven in number—who prepared essays upon the same subject, gave it any support, or even took it into consideration. Most of them, indeed, held that a deaf variety of the human race may be expected to result from the intermarriage of successive generations of deaf persons.

Professor Fay's thoughtful and exhaustive analysis of the data afforded by the records of some 4500 records of marriages of the deaf shows that the view of the matter which was reached by the writer twelve years ago, on theoretical grounds, turns out to be a fact so soon as it is submitted to a practical test.

**Programme for Institutions for Backward Deaf-Mute Children, Zurich, Switzerland, November, 1899.**

The special commission appointed January 17, 1899, by the Directors of the Institution for Blind and Deaf-mutes at Zurich, to report on the feasibility of starting an institution for backward deaf-mute children, in their report dated June 21, 1899, laid down the following "Programme of Principles to be followed in starting institutions for deaf-mute children who are backward, but still capable of receiving an education":

The salient points in this "programme" are as follows: *Separate* educational institutions for such backward deaf-mute children are an absolute *necessity*; there should be a complete *separation* between backward deaf-mute children and those possessed of all their normal faculties, so as to give the teacher a chance of individually treating each backward child.

Among the "backward" children should be classed those whose defective remnants of the sense of hearing do not suffice for learning to speak in the usual way, by the ear.

The essential differences between institutions for backward deaf-mute children and institutions for backward children who are in full possession of the sense of hearing are the following :

a. As regards the *mental capacity* of the pupils: Since the learning of a language in an artificial way, through sight and feeling, requires more of the pupil than the learning of a language through the ear, backward deaf-mute children who are still capable of receiving an education, should rank mentally somewhat higher, than backward children who can hear, and are to receive their education through the ear.

b. A backward deaf-mute child will reach the limit of its educational capacity sooner than a backward child possessing the sense of hearing.

c. The classes of backward deaf-mute children should be *small*, and *eight* should be the maximum number of pupils in a class.

d. Each class should have its own teacher; and no teacher should instruct more than one class.

e. As regards *physical training*, it should be borne in mind, that the backward deaf-mute child is better adapted for such training than the backward hearing child, which in most cases needs a great deal of care physically.

f. In institutions on the "family-system," the family-groups may well number 12 to 15 children; the number of living rooms and dormitories and nurses may therefore be smaller in institutions for backward deafmute children than in institutions for backward hearing children where the number of children in each family-group should never exceed 8 to 10.

Deaf-mute children who are decidedly backward should from the very start be placed in an institution for backward deaf-mute children. In doubtful cases, a chance should be given to transfer the child, after a short stay in the first mentioned institution to some higher institution.

The *method of instruction* should in all essentials be the same as in a regular institution for deaf-mutes, making of course the necessary allowance for the weaker mental capacity of the pupils.

The Superintendent should be a thoroughly trained teacher of the deaf, of a kind disposition and possessed of a good deal of patience. The instruction only has in view such objects as are within reasonable reach, and pays special attention to the practical application of what is studied in the class room. Ample opportunity should also be afforded for work in the house and garden, and in all kinds of manual labor. Work in the garden and field should never be engaged in with a view to pecuniary profit, but be made entirely subservient to the interests of the pupils.

An institution of this kind should be arranged for 50 to 60 pupils with the following staff of teachers: 1 Superintendent, whose wife the matron) should share his duties; 6 teachers (male and female) ; several nurses (at least 4) ; 1 assistant of the matron in the housework and the instruction of the pupils in household duties; 1 cook; 1 servant maid; 1 man servant, or gardener.

The number of rooms should be as follows: 4 rooms for the Superintendent and his wife; 1 office-room for the Super-

intendent; 1 dining-room capable of seating 65 to 75 persons; 6 living and bedrooms for the teachers; 4 to 5 bedrooms and as many sitting rooms for the pupils; 6 to 7 class rooms for 8 pupils each; 1 sewing room; 2 cloak-rooms; 1 linen room; 2 sick rooms; 1 bath room; 1 gymnasium; 1 spare room; several rooms for servants; 1 wash-house; 1 wood shed; and 1 building containing stables, etc.

The new institution for backward deaf-mute children should be opened with 20 to 25 pupils, and at least 3 teachers and a few nurses.

Idiotic deaf-mute children should from principle, be excluded from the institution.

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**General Review of Deaf-Mute Instruction,** (*Revue Generale de l'enseignement des Sourds-muets*,) Paris; October, 1899; January, 1900.

The fourth number of this excellent review gives an account of the distribution of prizes at the National Deaf-mute Institution of France, at which able discourses were delivered by Prof. Arnould, and Mr. Lombart, the Director of the Institution. Special notice was taken of the death on the 11th of October, 1899, of Mr. Henry Burgers, Professor of Drawing.

A brief extract is given from the Hospital Gazette of Paris, summing up the results of Mr. Oliver's experiments concerning the *whispering voice*. He reaches the following conclusions: "Under ordinary conditions, the larynx always takes part in the whispering. The vibrations of this organ, during strong whispering, are always clearly indicated by the graphic method. I have with my own eyes observed these vibrations in a patient who had a polypus of the larynx. In the whispering voice, the glottis is invariably contracted, presenting exactly the same appearance as during the ordinary speech (spoken voice.) This appearance assumes two forms: sometimes the glottis, open throughout its entire length, forms an isosceles triangle, more or less large at the base; sometimes, only the intercartilaginous

glottis remains open, and the orifice of the larynx resembles the Greek letter lambda. Only once have I observed other forms; and it is quite possible that there are still more. But there does not seem to be a position of the glottis which is characteristic of whispering."

A brief review is given of an interesting work published by G. Forchhammer, Director of the Institution for Deaf-Mutes at Nyborg, Denmark, entitled: "Imitative instruction in speech in schools for deaf-mutes, taking the written language for a basis." The author strongly criticises the method of lip-reading, which he considers entirely insufficient. He wants to substitute for this method, phonetic writing, differing from ordinary writing only by some not very important modifications in the flourishes and strokes of certain letters, according to the manner in which they are to be pronounced. The use of these characters permits the child to reproduce *viva voce*, without hesitation, the phrases placed before it, because as the author expresses it, "there is a coincidence between reception and reproduction." This expression, however, is criticised by Mr. Hoffman, as not being absolutely correct. There is in ordinary speech, an absolute identity between the understood word and the repeated word; whilst, on the other hand, the relation between written characters and their articulated sounds is purely conventional. But, once established, this relation facilitates to a remarkable degree communication between the teacher and the scholar, and constitutes for the acquisition of language a much more solid basis than lip-reading. Mr. Forchhammer is of opinion that it is owing to the method of lip-reading that, comparatively speaking, so little progress has been made in the teaching of deaf-mutes. Owing to this method, teaching has remained constructive and grammatical, in spite of all the efforts of the teachers. To illustrate Mr. Forchhammer's system, a sentence is written phonetically on the blackboard; it is then articulated and finally copied by the scholars. This exercise is repeated several times, and for several days in different form. Sometimes the sentence is written in the copy book, sometimes it is repeated by all the scholars reading it together, whilst at other times it is articulated by each

scholar separately. It is thus gradually impressed on the memory of the child who gets it by heart without having gone to the trouble of learning it. Before this result is completely attained, and as soon as the text has become somewhat familiar, the sentence should be dictated. In this manner, lip-reading is employed for the first time. It is difficult to specify the exact moment when this should be done. The teacher should not employ lip-reading too late; if he has emphasized it too soon, he will soon notice it by the mistakes of the scholars, and he will, to suit each individual case, remedy this by increasing the number of written or oral imitations. Gradually the scholars will learn to write the sentence from dictation rapidly and perfectly. Then sentences may be taken partly unknown to the scholars, and finally sentences entirely unknown to them. During the latter part of the course lip-reading becomes in its turn the principal means of communication, and in this way the cherished aim of the oral system will be reached, viz., teaching speech by speech.

The January number contains an article by Mr. Rancurel, as to the best method of teaching deaf children the use of the tenses.

There is a reproduction of a famous old engraving, representing Joseph, called Count de Solar, supposed to have been born in 1763, a foundling educated by the Abbe de l'Epee, who for the sake of his protegee, engaged in a long law suit, which ranks among the "causes celebres" of that day.

At the annual public session of the French Academy, on the 24th of November, 1899, Mr. Ferdinand Brunetiere, in his discourse, gave an instance of what patience and true devotion can accomplish even in cases which appear hopeless. In connection with the statement that the Montyon prize of 2000 francs had that year been given to Mad. Marie Germaine, called in religious life Sister Sainte Marguerite, he said :

"In 1871 there was at the Hospital of the Infant Jesus, at Paris, a little girl four years old, Marthe Obrecht, whom fright during the terrible scenes enacted in that year by the Commune had made deaf, dumb, and blind. The physicians, after long and careful observation, pronounced her incurable, and four years later, in 1875, it was still found impossible to have her taken in

at any of the institutions for the blind or the deaf. At times she was seized with perfect paroxysms of rage, which threatened the life of her young brothers. As a last resort, the Lady Superior of the Institution of Notre-Dame-de-Larnay, near Poitiers, was approached with a request to receive the child at her institution. After some hesitation the Lady Superior consented, and Marthe Obrecht was placed in charge of Sister Sainte Medulla [since deceased] and Sister Sainte Marguerite, assisted by a deaf scholar of the institution. And these noble women succeeded ! From this inert mass of flesh—no other expression can be applied to Marthe Obrecht at the time she entered the institution—agitated only in a confused manner by the animal instincts of our nature, they succeeded by ingenuity, patience, gentleness and devotion in bringing to life the divine spark slumbering within ; and at this day, Marthe Obrecht, more than thirty years old, can make herself understood, and understands what is said to her, reads, writes, can do all sorts of work, knit, crochet, and sew ; and above all, has become a gentle and amiable young woman ; and the good sisters of Larnay have no more affectionate and devoted friend than Marthe Obrecht.”

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**Report on the School for the Blind and the Deaf at Tokyo, Japan, (Rapport sommaire sur l'École des Aveugles et des Sourds-Muets de Tokyo,) 1899.**

This appears to be the first published Report on this school. It is printed in French at Tokyo, and contains a number of well executed illustrations showing the buildings of the school, and groups of scholars of both branches of the school during the hours of instruction.

From the historical summary we gather the following data: on the 22nd May, 1875, there met at the house of Dr. Fauld, an English physician of Tokyo, the following persons: the late Mr. Masanao Nakamura, Mr. Ginko Kishida, and Dr. Burchardt, a German-American Lutheran missionary, and formed an Association for furthering the instruction of the blind. During the year 1876, other prominent persons joined this association, and

the Emperor of Japan gave the sum of 3000 yen from his private purse; in 1878 a lot was donated by the Ministry of Marine, on which a building was erected under the auspices of the Ministry of Public Works, and in February, 1880, the first two blind pupils were admitted, and Mr. Seran Oouchi was appointed Director of the School, who in 1883 was succeeded by Mr. Hakuju Takatsu, formerly one of the teachers. On the 26th of May, 1884, the school was thrown open to the deaf, and its name was changed accordingly, and in September, 1885, the school was placed under the University of Public Instruction; in 1891 new and more suitable buildings were completed, and since that time the school has been progressing steadily. Its present Director is Mr. Konishi, who is assisted by 12 teachers for the deaf, and 7 for the blind. The first deaf pupils were admitted in June, 1880.

Besides the usual subjects taught in schools for the deaf, the course of instruction embraces tailoring, cabinet making, painting, sculpture, and massage. Instruction occupies six hours a day. The course lasts five years, except for those pupils who make massage a special study, when the course is only three years. Pupils who desire to still further perfect themselves in various studies are permitted to stay at the school two years longer. Pupils are admitted from the age of eight to eighteen; they must, in order to gain admission, be in sound health, and must have been vaccinated. Pupils may be either day-scholars or boarders. The charges for scholars are 50 sen\* per month—which in the case of poor children may be considerably reduced or entirely remitted; the charges for board are about 7 sen per month. In March of each year examinations for promotion are held. Once a year a public examination is held in the presence of the Minister of Public Instruction and other high officials, at which diplomas are given to scholars who have successfully finished their course.

The total number of deaf children in Japan [in a total population of 43,978,495] at the end of the year 1897, was 4681, of which 10 were both blind and deaf. The number of scholars

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\*The yen, of 100 sen, is either gold (—99.7 cents) or silver (—78 4 cents).



in the school for the deaf has increased from 5 in the year 1880, to 139—80 boys and 59 girls, in 1898.

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**American Annals of the Deaf, February, 1900, Washington.**

We should be glad to give extended review of the several excellent and valuable papers that are contained in this number of the Annals, but space does not permit. The table of contents is as follow: "The Religious, Moral, and Aesthetic Notions of Untaught Deaf Children," Alice J. Mott; "School-room Aids," Edward P. Clarke; "A Washington Birthday Celebration by the Primary Department," Ida H. Adams; "Can Anthropological Examinations Serve as a Basis for the Selection of Young Deaf-Mutes with regard to their Educability?" (a translation,) Auguste Boyer; "Report of a Visit to the United States and the British Isles to Study the Education of Deaf Children and other Matters pertaining to the Deaf," (a translation,) Lars A. Havstad; "Notes on Manual and Industrial Training, II," Warren Robinson; "The Convention of German Otologists and Teachers of the Deaf at Munich," George W. Veditz; "A Necessary Accomplishment," Sylvia Chapin Balis.

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**Mrs. Rosing's Speech-School for Deaf at Christiania, Norway, (Fru Rosing's Taleskole for Døve i Kristiania,) 1895-1899.**

This pamphlet gives, in short outline, the history of this school during the last four years. Mrs. Rosing, an enthusiastic advocate of the pure speech method, had for a number of years directed this school, founded by her as a private enterprise, but receiving a certain annual aid from the government. Owing to failing health, Mrs. Rosing resigned her position in 1895; and during the following years the school passed through a troubled period: it changed directors three times; the building of the school, which belonged to a private individual, was sold; for a time it seemed as if the very existence of the school was threat-

ened, as no suitable place for it could be found in Christiania, and as persons in and out of the Norwegian Parliament openly advocated its discontinuance. But the friends of the school in Parliament gained their point, and the school was, in 1899, moved to Holmestrand, a small seaport town on the Drammen-fiord, about 36 miles south-west of Christiania. Its future is now reasonably secure. The number of scholars in 1894-95 was 75, and in 1898-99, 57; and the number of teachers in 1898-99, 11.

The course of instruction lasts from 7 to 8 years; the average hours of instruction are 30 per week; and the course embraces: Norwegian, Bible history, catechism, explanation of the gospels, arithmetic, geography, natural history, history of Norway, penmanship, drawing, lip-reading, gymnastics; and sewing, knitting, etc., for the girls.

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**Journal of Deaf-Mute Education**, (*Blatter fur Taubstummen-bildung*.) Berlin, January 1, 15, and February 1, 15, 1900.

These numbers of the *Journal* contain the concluding articles on the "Meeting of German aurists and teachers of the deaf," held at Munich, in September, 1899. The meeting, from its nature, and the fact that most of the German institutions are managed or at least supervised by the Governments of the different states, or by municipal authorities, could of course not pass any binding resolutions, but merely discuss important questions and make suggestions. It was generally recognized that regular visits to deaf-mute institutions by aurists are a necessity, and that in the interest of the deaf such visits should be encouraged. It was the opinion of most of the prominent teachers present at the meeting that the remnants of hearing are, as a general rule, cultivated too little. Even the smallest remnant of hearing is capable of development, and should not be neglected. Not much aid could be expected from scientists, but the teachers of the deaf must rely on their own experience and their own efforts in this matter.

Speech-instruction should occupy, at any rate, the first year at school, but not the entire time to the exclusion of other methods; and care should be taken that the sounds should not remain

mere sounds, but that each sound should be accompanied or, so to speak, be filled with an idea. It was the sense of the meeting that, wherever possible, separate institutions should be founded for children who still possess some remnants of hearing. Mr. Neuert, Director of the school at Gerlachsheim, presented some statistics gathered at his own school, which may be of general interest.

Six children were examined. Of these one was able to hear sentences, three were able to hear words, one was able to hear all the five vowels, and one was entirely deaf. During this examination, well known words, unknown words, common conversational phrases, and short sentences were spoken by the teacher. The result was as follows:

Of well known words.....	50%	heard ;	88%	read from the lips,
" unknown " .....	83%	"	66%	" "
" common conversational phrases.....	67%	"	90%	" "
" short sentences.....	63%	"	88%	" "

As regards the ability to read from the lips, the results were very nearly the same with all six children, [83, 72, 86, 81, 82, 83 per cent.], whilst there was a considerable difference in the ability to hear [62, 33, 69, 47, 35 per cent.] It may, therefore, be stated—as a result of this examination—that the *hearing* was very nearly confined to words and sentences well-known to the child.

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**Facial Speech-Reading.** By Herman Gutzman, Berlin. A translation of a paper appearing in the *Zweiter Jahrgang*, 1892. Published as a pamphlet by the Volta Bureau, Washington, D. C.

This paper is by an authority on the subject of which it treats, and the Volta Bureau has done an important service in placing it in form for ready use by English speaking teachers. It may be obtained upon application to the Superintendent of the Volta Bureau.

## EDITORIAL.

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### **Census Amendment Effects**

The full measure of what was secured in the amendment to the law whereby enumeration will be made of all the deaf and blind in the coming census, is scarcely limited to the immediate effects of the law. The fight for the amendment was made with future censuses also in view, and it may be felt that the victory won is won also for the census to be taken in 1910; for a precedent carries much force in matters of legislation, and it would have been a strong factor against any satisfactory enumeration in the next decennial census, as well as the censuses thereafter, had there been a failure to secure enumeration in 1900. Happily, the precedent is established with all its force the other way—in favor of enumeration of the deaf and the blind, and there will be little difficulty it may be assumed, when the time comes, in persuading Congress to re-enact the present provision in the law.

Another good result of the amendment, and possibly a result even more desirable than the mere continuation of a precedent, is the entire divorcement, in the statutes, of the deaf and the blind as classes from other defective classes with which they have been, for so many censuses, kept in association under a common provision in the law. It was really the heroic severing of these old connections, and the placing of the claims of the deaf and the blind upon the high plane of educational expediency purely, that brought Congress to the concession that was finally made. This divorcement, this severance of the deaf and the blind from the idiotic, the insane, and the criminal, in the law, is indeed a happy outcome, and those who may have influence in shaping future legislation will undoubtedly see to it that the divorcement shall be a permanent one.

**University  
Experiences**

The paper by Miss Hypatia Boyd upon her experiences in pursuing a college course, given elsewhere, presents another picture of the difficulties, together with the encouragements, attending the pursuit of a higher education by a deaf person in a college for the hearing. While Miss Boyd did not complete her course at the University, winning the coveted degree, she showed by the standing she maintained in her classes abundant ability to do so had not impediments of a purely financial nature prevented. The deaf will be especially interested in reading the account of the brave struggle of one of their number to secure a higher education, and will moreover give generous credit—knowing so well the handicap—for all that was accomplished, even though the whole prize was not to be won. Miss Boyd has shown since she left school, the same brave spirit, and the same determination to make a place for herself in this busy world and to do her full share of its work, that she showed in her school career. She is a writer for the press, and holds a position upon one of the leading daily papers of Milwaukee, her native city, and we are led to believe is making a success in this her chosen work.

We would commend Miss Boyd's paper upon her "University Experiences" to wide reading, especially among the pupils of our schools able to follow it and to appreciate it, and this for the encouragement and stimulus that it may afford them in their own struggling for that which is before them and above them in the way of an education. They may not all do what she has done, but they will be encouraged at least to do their best, which Miss Boyd surely did, and to her entire credit.

It may be here said that in giving the experiences of Miss Boyd and Mr. Fechheimer prominence, as the REVIEW has done, there is no disposition to overlook the achievements of other deaf persons who have pursued advanced courses in colleges for the hearing. A number of the graduates of the California Institution have taken such courses with credit to themselves, and the case of the late Rev. Henry Winter Syle is notable. Moreover, just at this time many young men and young women, graduates of our schools for the deaf, are in attendance upon hearing schools

and colleges—the Northampton school having, as we are credibly informed, fourteen of its recent graduates among the number, several of them congenitally deaf. While these are “exceptions,” from Mr. Syle down—they are admittedly such—it is in the extreme gratifying that such exceptions are becoming so common a product of our school system. That they are to become still more common, under operation of improved and constantly improving methods, it needs not the eye of prophesy to foresee, nor the tongue of prophesy to foretell.

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**Day-Schools  
in Large Cities**

The letter from President Krauss, with the report of a meeting of the Detroit Parents' Association, printed in this issue, presents one of the most important questions that relate to the day-school system as it exists in our larger cities. The question is one of policy, whether it is better to have one large, well graded, centrally located school, or several small schools, not so well graded, and located at points convenient to the homes of the parents or guardians of the children. There are strong arguments for either arrangement, and it is a pity all the advantages of centralization and of distribution may not be combined and made available for every child attending these schools. The Boston plan practically does this in providing street-car and train transportation for children and attendants between the homes and the school, so that parents may live in any part of the city and yet have their children enjoy all the advantages of a large, well graded, central school. But Boston is perhaps more liberal than other cities would be, and so this plan can not become general. Choice then, in most cities, must be between the two systems, and each city must make the choice for itself, in which it will be, no doubt, largely influenced by local conditions. The wish expressed by the Detroit Association that other Associations take up the question for discussion, will undoubtedly be complied with.

The REVIEW offers its pages for papers upon the subject, and for reports of discussions, to the end that the best information available may be brought out for use in cities employing

the day-school system and desiring light upon this important question of school policy.

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### FEEBLE-MINDED AND BACKWARD CHILDREN.

The abnormally large percentage of feeble-minded and backward children in our schools for the deaf has always made their care and instruction a special and a difficult problem, and this, too, no matter where they have been placed, or under what method they have been taught. The practice has been for all the years of the existence of our schools to receive indiscriminately the dull with the bright, the feeble-minded with the normally-minded, and to give them instruction as one school and to provide for them as one family. The practice probably dates back for its origin and for its justification to the time when the asylum idea was prevalent in association with schools for the deaf, and when educational ideals rose no higher than the giving of four or five years of school training. There have been great changes and much progress since that time, and looking to further progress, this question arises, is the practice of indiscriminate commingling of children of all grades of intelligence from the lowest to the highest a right practice; is this way of providing for the care and instruction of children who happen to be deaf the best way? If it is a right practice, it should be continued; if it is not, it should be changed.

No such practice obtains in the care and instruction of hearing children. On the contrary, in the case of children thus possessed of the full complement of senses, there is provision made in every state for absolute separation of the feeble-minded from the normally-minded for the purposes of their care and instruction. That this is wise, none will question; indeed, the principle of separation is so obviously proper and humane, that, in recent years, it has been applied still further in our large cities to the making of special provision in the school system for the grade of children immediately above the feeble-minded. Children of this grade, while normally-minded, are yet exceedingly dull and

backward, rendering them unable to keep up with their grades or classes in the regular schools. Complete separation of this class of children from their brighter fellows, placing them in schools by themselves, and in their proper classes and grades, has been found to simplify the problem of their instruction greatly, while the results have proven beneficial beyond even hope or expectation.

The writer has recently visited one of these special schools, and he found it a most convincing object lesson, demonstrating the entire wisdom of separate instruction for dull and backward children, and it would seem the practice must, for reasons both practical and sentimental, eventually come to prevail in all cities and towns where enough backward children may be collected together to form a school. And it might be urged that a policy that is a success as applied in the instruction of backward hearing children would be equally a success in the instruction of similar grades with the deaf, and, indeed, there is no good reason for doubting that such would prove the case.

Returning to the conditions that prevail in schools for the deaf, it may well be asked, what possible good is subserved by retaining and instructing the very backward class of children in association with children of average and of more than average intelligence? Hitching a slow horse with a fast horse does not materially increase the speed of the slower horse; on the contrary, it necessitates a reduction of the pace of the faster animal to that of the slower, if they are driven together at all. There is thus no gain in such an arrangement, but only loss. So in the case of a bright child and a dull child, if there be any intercourse, any communication between them, it must of necessity be only as the bright child comes down to the thought and language level of the child with the duller mind. Hence, in the larger application of the principle in a school, the efficacy of the sum total of educative influences will be reduced in just the measure that bright and dull children are brought into the intimate and varied associations of the school and family life.

If there were any benefit to the dull child from his association with brighter children, there would be some justification for the



arrangement, but there is none. The dull child can not be affected by his relations with the bright child, to raise him or to sharpen his intellect, at least not to any appreciable extent. He is not impressible. That is what is the matter of him. Educative influences that abound in his environment impinge upon him without effect. He is dull, and solely because he is not susceptible to conditions and influences that would otherwise, of their own potency and quite without teaching, raise him to a higher intellectual plane.

On the other hand, the bright child is impressible to an extreme. Every condition or situation impresses him in some way. His brightness is due to this impressibleness, to this extreme susceptibility to influence. Hence his associations with dull children, while of little or no effect upon them, to impress or influence them, may in instances where the associations are intimate, be fraught with results most highly injurious to himself.

The question may be asked, is asked indeed, why should not our schools continue as they are, and why may they not do for each class of children all that can be done under any other arrangement? This is the real question at issue. The question of methods does not enter, or at least not at the initial stages of the inquiry. That is a secondary question, and will come later to be settled in its turn upon its own merits, and, too, with the conditions of the problem much simplified in the removal of complications that now exist, in many cases embarrassing and entirely defeating solution. Nor is there any sentiment in the question, or, if there is, it speaks in favor of separation. Any one who has witnessed the disheartened, discouraged look of a backward pupil who sees his own heavy tasks but the sport of his brighter companions, may readily believe that removal from the scene of his humiliations would not only add to his happiness but afford him vastly better conditions for learning.

But the reason for the failure—and it is a failure—of the present method of schooling and of providing for our backward children, is not far to seek. It is in the nature of things. It is found in the plan of the schools, in the general organization,

the routine, the courses of study—the entire machinery, indeed, of management and instruction as adjusted to the necessities and capacities of the brighter grades of children, to the necessities and capacities of children who make the most of provisions made for them and of what is done for them. This is because human nature, as it exists in superintendents and teachers and officers, is what it is; and it is right that it should be so, for the normally-minded, as represented by average and bright children, are vastly in the majority, and their claims are consequently primary and imperative. But this leaves the backward children quite out of the calculation, or to receive only second thought in every plan. They must take the leavings of every feast, even if, at times, they do not go hungry altogether. This is a figure of speech, yet few will fail to apply it. It is a hard thing to say, but under present conditions in many schools, not all, the backward children are in greater or less degree a neglected class. In some this is most plainly evidenced in the assignment of the dullest and most backward pupils always to the most inexperienced and the poorest teachers. But this is in the nature of things again; it is a result of the conditions, and must be accepted as almost inevitable where present conditions prevail.

Absolute justice to backward children would seem to demand that they have schools of their own. It does emphatically demand that in this age of specialization and concentration in all lines of work, and especially in educational work, that our deaf children, the bright and the dull alike, should have their share of advantages, their portion of benefit that specialization and intensification of effort invariably bring. Bright deaf children need the advantages, and dull deaf children need them even more. Separation would give schools for both classes, and it would secure to the dull especially conditions of learning and of happiness that present conditions can not possibly provide.

A school for backward children would necessarily have its own organization, with plans, courses of study, supervision, and instruction, and a school and home life, all fitted to the needs and capacities of such children, and all study and concern and

effort would be centered in them to secure always their very highest well-being. Such schools would be largely industrial schools, or should be, and they could be called industrial or training schools, to free them from any stigma that might attach to other names marking them as for a defective class. All problems of instruction in these schools would be simplified, because conditions would be simplified, and all study would be directed and all effort would be intensified along the lines found by experience to be most practical and beneficial; and there is no doubt the same advantages would accrue to the brighter children in their schools, though possibly in less degree, from the separation.

Every state, or at least every state with several schools, could provide at least one school especially for its backward children, and to this school assignments could be made from the entire body of deaf children of such cases as would be proper. But there is no telling just the shape the solution of the problem may take—different shapes probably, as conditions may vary, or considerations of expediency in different states may dictate.

The signs all point to the early and general consideration of this question by the schools as one of highest educational economy. Some schools will come to the question before others, but advantages that will follow a proper disposal of it by any school or set of schools, must force the question to its proper settlement very soon even in the schools that may be most conservative. The thoughtful paper of Dr. Crouter at the Northampton meeting advocating separation, the bold suggestion of the President of the Clarke Corporation looking to the same end by a different plan, and the emphatic protest of the inspectors of the New York schools against the present practice of "unrestricted association of feeble-minded and idiotic children with other pupils," mean much, and they will scarcely be fruitless of result. It is little enough to say that the men who have thus taken an advanced stand for separation or disassociation, have not gone forward merely to turn back. They have spoken with consideration and from conviction, and, moreover, from knowledge—withal it may be believed, with the very best good of deaf children of all the grades of intelligence, in mind and at heart.

The term "feeble-minded" in this article it should be said, refers only to feeble-minded children now in our schools, and hence teachable. The unteachable feeble-minded are, as a practice, sent by Superintendents at once, or as soon as their mental condition is determined, to the regular state institutions for feeble-minded children. This eliminates them of course from the school problem, and leaves them out of consideration in any discussion of it.

The paper given by Miss Foley elsewhere in this issue upon "Backward Children," is a valuable contribution upon the question. Miss Foley is a manual teacher, and she treats the question of the disposal to be made of backward pupils from the standpoint of a manual teacher. Her advocacy of separation is thus the more significant because of her experience and practice as a teacher by manual methods, for it means that the problem is the same problem in the minds of manual teachers as of oral teachers, and that if solved at all it must be solved in the same way—and the right way, whatever that may be.

The review on another page of a pamphlet upon "A Programme for Institutions for Backward Deaf Children," shows the attitude of European educators upon this question and the direction in which they are proceeding. There are already schools established for the backward and feeble-minded deaf in Germany, so the problem in that country has passed beyond the academic stage, and has practical demonstration to aid to its solution. The hope may be indulged that the question will be brought before the coming congress at Paris and that it shall there have full discussion, and particularly at the hands of our German friends who may thus give us the benefit of their advanced knowledge upon the subject.

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#### THE ANNUAL MEETING OF THE BOARD.

The annual meeting of the Board of Directors of the A. A. P. T. S. D., which was called to meet at Albany, N. Y., December 28, 1899, adjourned to meet next day in Washington, D. C. The adjourned meeting was held at the residence of Dr. A. Graham

Bell, 1331 Connecticut Avenue. The chief business was the election of officers. The following were re-elected to serve for the year 1900: President, Alexander Graham Bell; 1st Vice-President, A. L. E. Crouter; 2nd Vice-President, Caroline A. Yale; Secretary, Z. F. Westervelt; Treasurer, F. W. Booth; Auditor, A. L. E. Crouter. The next annual meeting of the Association was appointed to be held at Mt. Airy, Philadelphia, on June 7, 1900, for the election of three Directors and the transaction of such other business as may come before it.

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### QUESTIONS AND ANSWERS.

It is one of the functions of the modern educational journal to afford place and opportunity for asking and answering questions upon pedagogical subjects. This is fitting, for the teacher's work is full of doubts and difficulties, and questions arise at every step and turn. Many questions are, of course, answered with a little thought, or by an appeal to a fellow teacher of larger knowledge or experience. But there are questions that arise in the prosecution of one's work not so easily disposed of, and they are questions, too, that from the very fact that they come up in the course of regular teaching, are of vital importance in the further successful prosecution of the teacher's work. And again, as difficulties and doubts are incident to a common work, one teacher's need of help is usually a common need; hence questions asked may, in their answers, give valuable assistance in the prosecution of the work all over the field.

With the aim to be as helpful to the working teacher—and that means every real teacher—as possible, the REVIEW has decided to establish, beginning with this issue, a "Questions and Answers" department, and it invites the very largest and freest use of it by its readers.

Any proper question asked will be welcomed and will be given place in the department; and promise is made that every effort will be put forth to secure for all questions sent in, full and helpful answers. A question sent should be accompanied of

course with the name of the person asking it, through not for publication unless desired. Should it be the wish in any case that answer to a question should be made by some particular person, this fact may be stated to the editor who will send the question to the person indicated. But volunteer answers will be accepted to any question asked, and such answers are especially invited.

The following questions have been handed in, and answers to them are solicited:

Can any of your readers give information concerning the origin of the term "deaf-mute"? Not having seen the word in print before the year 1815, I should be glad to learn when it was first used.

B. A. S.

How do you teach the use of "How," "When," "Who," "Where," in questions?

What can one do in the case of a pupil with a partially paralyzed palate?

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#### NOTES.

Circulars have been issued relative to the congress of the deaf to be held at Paris in connection with the international exposition. The sessions of the congress will be held August 6-8 inclusive, and will sit in two sections, one composed of the deaf and the other of the hearing delegates. Full programmes for these sections are in preparation.

A new paper in the interests of the deaf is at this writing on the eve of publication. It will appear under the name "Once-a-week," with its publication office at Evansville, Indiana. With the very able editorial staff announced, we may expect a newspaper in "Once-a-week" of exceptional strength and of the highest character. The new paper has our very best wishes for its success.

Bulletin No. 1 of the Executive Committee, announces the next meeting place of the National Educational Association as Charleston, S. C., and the date, July 7-13 inclusive, 1900. Department XVI will no doubt be represented at this meeting with a programme. The officers of the Department are Dr. Warring Wilkinson, Berkeley, Cal., President; Miss Mary McCowen, Chicago, Vice-President; Dr. E. A. Fay, Washington, Secretary-Treasurer.

The National Association of the Deaf has recently secured incorporation by filing articles with the recorder of deeds at Washington. The purposes of the organization are the improvement, development, and extension of schools for the deaf, the formation of mutual benefit societies, and the holding of an annual convention. The president is James L. Smith; secretary, Thos. F. Fox; incorporators, Amos G. Draper, E. A. Hodgson, and A. F. Adams.

The "Deaf School News," Chefoo, China, printed on rice paper by mimeograph process, gives an account of the transfer of the school in charge of Mrs. Mills, to a new and more healthful site by the sea. A large debt has been contracted and additional expenditures are in contemplation that will make contributions to the school at this time particularly welcome. Those wishing to help the school may send money to Dr. Z. F. Westervelt, Rochester, N. Y., by whom it will be promptly forwarded.

The failure of the Mississippi legislature to pass the appropriation bill for the proposed new building for the Jackson school, is almost as great a disappointment to the profession at large as to Superintendent Dobyms himself. The plans had all been drawn for a building of the most modern character, and it was confidently expected that the \$250,000 needed for its erection would be granted so construction work could begin at once. The school will now have to wait two years before an appropriation can be secured.

The burning of the Gallaudet home for aged and infirm deaf, near Poughkeepsie, on the night of February 18, was a deplorable disaster. The home sheltered and provided for some twenty-five deaf men and women who have passed the age when they can care for themselves, and the fire comes upon them as a most distressing calamity. No lives were lost in the fire, but the money loss above the insurance is some \$10,000. Steps are being taken to raise a fund for rebuilding, and contributions to the fund may be forwarded to Rev. Thomas Gallaudet, D. D., 112 W. 78th st., New York City.

A book has recently been published from the pen of a notable Russian psychologist, M. de Manaceine, upon the dreams of the deaf, of abnormally formed people, and of cripples and infants. In the case of deaf children, if deafness occurs before the age of five years, they forget what they have learned of spoken words, these words never being remembered in their

dreams. Persons who have lost limbs by amputation, dream of using the lost parts. And the evidence that infants dream is quite conclusive, as witnessed in signs of suction, and in smiles and laughter, while they are asleep. It is held that dreaming is healthful. If we did not dream, we should age very much sooner than we do, dreams being as it were a shield against the monotony of life.

A circular addressed to Superintendents of schools for the deaf has been issued by a committee of the National Association of the Deaf with Mr. Warren Robinson as its chairman, embodying a resolution adopted by the Association at its last convention. The resolution asks that the term "instructor" shall be adopted and used in place of the usual designation "foreman" for all persons employed as teachers of industries in the schools; it also urges that such persons be as well qualified for their duties as instructors as persons employed in the literary department, and that they be admitted to membership in the teachers' associations. The circular also recommends the establishment at each school of an "Industrial Bureau" to aid in the securing of employment by the deaf after they leave school.

Effort is being made in England to raise a fund from which an annuity may be paid to the widow of the late Dr. David Buxton, who devoted his life to promoting the educational welfare of the deaf. The English government has promised to contribute £200 as soon as £100 has been raised by the friends of Dr. Buxton. American contributors are invited to send their donations to Dr. E. M. Gallaudet, Washington, D. C.

An ordinance appropriating \$35,000 for a new building for the Milwaukee day school for the deaf has passed the city council and received the signature of the mayor. This pioneer day school and all connected with it are to be congratulated upon the prospect before them of commodious quarters and modern appliances which the new building will afford for doing the work of the school.

Through the aid of local friends of the Mystic, Conn., Oral School money has been contributed for the erection of a much-needed addition to the building. The principal reports thirty-four pupils now in the school, or one more than ever before. The enlargement of the building will make possible the admission of pupils who have before this been refused, and will, moreover, add materially to the facilities of the school for doing its work.



The REVIEW desires to acknowledge its indebtedness to Mr. Geo. O. Totten, Jr., of Washington, for the original photographic negative from which the excellent portrait of William Thornton, given in this number, was made.

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## CALL FOR THE ANNUAL MEETING OF THE ASSOCIATION.

*To the Members of the American Association to Promote the Teaching of Speech to the Deaf:*

The annual meeting of the Association will be held at the Pennsylvania Institution for the Deaf and Dumb, Mt. Airy, Philadelphia, on Thursday, June 7, 1900, at 10:00 o'clock a. m. The date and place of meeting has been fixed by the Board of Directors; and the special business will be the election of three Directors, to serve for three years, in place of the retiring Directors whose terms expire in 1900, viz.: Alexander Graham Bell, A. L. E. Crouter, and Mrs. Gardiner G. Hubbard.

There will be no literary exercises, but a mere formal business meeting to comply with the Constitution. For further particulars address Mr. F. W. Booth, Gen. Sec'y and Treas., Mt. Airy, Philadelphia.

ALEXANDER GRAHAM BELL,  
President A. A. P. T. S. D.

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## NEW MEMBERS.

The following persons have been elected to membership in the American Association to Promote the Teaching of Speech to the Deaf. The list includes those only who joined between the dates Dec. 29, 1899, and March 12, 1900:

J. W. Powell, Washington, D. C.; Nettie McDaniel, Morganton, N. C.; Sallie G. Hudgin, Romney, W. Va.; Gertie Brown, Fulton, Mo.; Rev. W. G. Gilby, London, England; Arthur J. Godwin, Chestnut Hill, Pa.; Cora M. Price, Mt. Airy, Pa.; Miss M. H. Keller, Romney, W. Va.; Linnie Haguewood, Gary, S. Dakota; Prof. G. Ferreri, Siena, Italy; Dir. O. Danger, Emden, Germany; Mrs. Madge A. Thompson, Fulton, Mo.; J. V. Armstrong, Nashville, Tenn.; Geo. W. Harper, Robinson, Ill.; J. H. Collier, Gibson City, Ill.; Robert Aichison, Mt. Pulaski, Ill.; Wm. H. Hill, Halifax, Nova Scotia; Prof. W. A. Clark, Chicago, Ill.; Lella Dedman, Fulton, Mo.; Lars A. Havstad, Christiania, Norway; Frank W. Metcalf, Ogden, Utah; Mrs. John C. Hamner, Marietta,

Georgia; Margaret V. McKee, Chicago, Ill.; Walter Deucher, Washington, D. C.; Z. F. Maguire, London, England; Dr. Victor Urbantschitsch, Wien, Austria; Edward Arnold, London, England. Life-memberships have also been conferred upon Dr. Alexander Graham Bell, Washington, D. C., and Mr. L. S. Fechheimer, Cincinnati, Ohio.

The Illinois Institution Library and the Detroit Association of Parents of Deaf Children have been admitted to such privileges of membership as entitle them to receive the publications of the Association.

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### NOTICES.

Membership in the American Association to Promote the Teaching of Speech to the Deaf, with the annual payment of the regular dues of two dollars, secures all current publications of the Association, including the ASSOCIATION REVIEW, *free of additional expense*. This is reiterated and emphasized here, as inquiry comes from time to time upon the point; and a number of members have gone to the unnecessary trouble in forwarding dues, of sending money in addition for subscription to the magazine. *The magazine is free to members paying dues.*

It may be said here that the dues of members received are a material aid in meeting the heavy expense attending the publication of the REVIEW, and it is, therefore, urged that members pay their dues regularly and as early in the year as possible.

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Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary has a list of teachers and usually one of Superintendents, belonging to the above classes, ready for use by any person who may apply for them.

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Wanted, by a college graduate and trained articulation teacher of experience, a position as governess, for the summer vacation, to a deaf child. Address N. C., care of the Editor of the REVIEW, 7342 Rural Lane, Mt. Airy, Philadelphia.

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ARTICULATION AND LIP-READING.—A teacher of several years' successful experience in teaching the deaf desires a private pupil or a position in a school for the deaf. Excellent references are furnished. Address A. B., No. 22, Franklin St., Auburn N. Y.

## **"FIRST LESSONS IN ENGLISH."**

A course of systematic instruction in language, in four volumes, by  
CAROLINE C. SWEET. Price, \$3.84 per dozen.  
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## **"STORY READER, No. 1."**

Sixty short stories prepared for young pupils, compiled by IDA V.  
HAMMOND. Price, \$3.84 per dozen.  
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## **"STORY READER, No. 2."**

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## **"TALKS AND STORIES."**

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HARTFORD, CONN.**

VOLTA BUREAU,  
FOR THE INCREASE AND DIFFUSION OF KNOWLEDGE RELATING TO THE DEAF,  
WASHINGTON CITY, U. S. A.

## ARNOLD PUBLICATIONS.

The Volta Bureau received from the Executors of the Estate of the late Thomas Arnold, the entire residue of his *Miscellaneous* publications. The number being limited, purchasers will be supplied until exhausted in the order of their application.

ESSAYS. pp. 66. Quarto. CONTENTS: On teaching language to the Deaf; The function of touch in learning to speak; Prevention of Signs; Aid to parents and teachers in the preparatory training of the Deaf; Organs of the Mind; Function of the Nerves; Auxiliary relation of the Senses; Special Sense Training; Training of the Voice; Nature Teaches the True Method..... \$ .40

PAMPHLETS. pp. 16. A review of the French and German System of educating the Deaf..... \$ .10  
Practical application and analogy of the language of Sound and Touch. pp. 18..... \$ .10

LANGUAGES OF THE SENSES. pp. 34. CONTENTS: Mental language of touch; Pictorial Mental language; Pictorial and Phonetic language; Blindness and Deafness compared; The Blind, the Deaf and Dumb; Lip-reading, Smell and Touch ..... \$ .35

ARNOLD'S COMPLETE MANUAL, in one volume, quarto, pp. 156, entitled; "A Method of Teaching the Deaf and Dumb Speech, Lip-reading and Language, with Illustrations and Exercises," (Smith, Elder & Co., Publishers.....Price, \$3.00 net.

NOTE: Vol. I of Arnold's "Manual for Teachers," an octavo work in two volumes, issued abroad by different publishers, is out of print at present. Vol. II, however, can be had of the Volta Bureau. Price \$2.15 net.

The Volta Bureau is sole proprietor of Professor Alexander Melville Bell's works. Price list supplied upon application.

JOHN HITZ, Superintendent.

= due p 114.1

# THE ASSOCIATION REVIEW

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PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE  
THE TEACHING OF SPEECH TO THE DEAF

EDITED BY

FRANK W. BOOTH

June, 1900

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(Incorporated Sept. 16, 1890.)

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ALEXANDER GRAHAM BELL.

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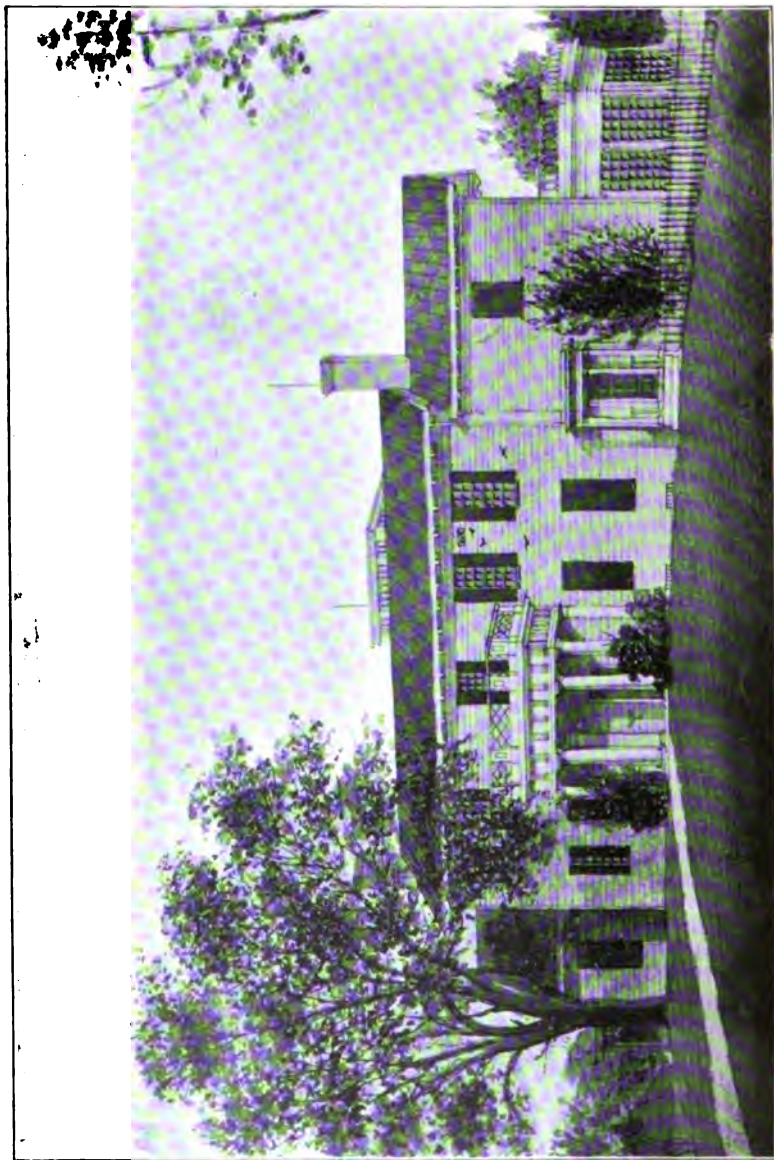
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### BOLLING HALL.

From a painting in the possession of Mrs. Robert Skipwith, grand-daughter of Col. Wm. Bolling. Photograph loaned by the Volta Bureau.



# THE ASSOCIATION REVIEW.

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## THE MEANING OF NATURE STUDY.<sup>1</sup>

*Mr. President, Ladies, and Gentlemen:*—I count it a great pleasure to speak to you this morning on one of the recent additions to the school curriculum, known as "Nature Study."

The progenitors of the present Nature Study movement were the early Object Lessons, and the Natural History Lessons which followed them. The early Object Lessons represented the Pestalozzian System of sense training, and were very valuable for that purpose. The typical illustration is the "Lesson on the Egg" that used to be given, a lesson that adapted itself to the most logical analysis. It began with the study of the egg as a whole,—color, form, and size; and then came the parts so carefully arranged,—the shell, the membrane, the white of the egg, and the yelk; the lime of the shell with its porous nature, the pocket of air at one end of the shell, the white or colorless albumen, and finally the yellow oil. Logically, there followed the "function" or the "work" of each of these parts,—the porous shell for absorbing the air; the little thin membrane also for protection, and at the end the little air cavity so that the young chick could have its intermediate air. The white of the egg supplies food, and holds in place the yelk which produces the young chick,—a wonderful arrangement, a logical exercise. That was the type of the older Object Lesson. But that is not Nature Study in the sense in which we use the term today.

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<sup>1</sup> A lecture delivered before the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

Next there followed the Natural History Lessons: the object being to give useful information to the child. You remember some of the exercises on "the honey bee," "the camel," "the elephant," etc., etc.,—valuable as information exercises, but not "Nature Study."

Today we have come into the movement of real Nature Study. Nature Study had to wait for two other great movements, or two parts of one movement. In the first place, it had to wait for the investigations of the men who were seeking to understand how Nature works, and trying to find the principles of Evolution. These men were to study deeply, and to find the point of view for us. I remember as a boy watching Prof. Agassiz, who was giving a lesson to a class of older people,—a lesson on a "grasshopper." It had been a simple "hopper in the grass" that I had played with. He had the different hoppers for the older people to look at, and as he talked about the grasshopper, he pictured out on the blackboard an immense grasshopper. We looked at it, and he talked of the life-habits,—how it felt, moved, protected itself, and how the grasshopper was transformed in its various changes. And then as the life-habits came out, he asked us to look at the structure and see how it was adapted to the life-habit. It was a marvel to me that one of these little jumpers should be so perfectly adapted to the life habit. There was a beginning of Nature Study. Darwin's study of the life habits of the earthworm is another illustration of this preparatory work. For years he patiently watched and experimented, until the place of this humble animal in the economy of Nature became clear. Nature Study has been waiting for the investigations of such men as these. They have given us the "point of view," as well as a large amount of material.

Nature Study has been waiting for a second thing. There has come a change in our thoughts as to what the education of children means. The History of Education reveals this change. I suppose the first object would be centered in Bacon's old expression, "Knowledge is Power," and we search after "Knowledge." Later there was added the idea of "training," especially

"sense training," as taught by Pestalozzi. The principle of Evolution has shown that there is a power of development, a self-activity, put into us by Nature. We must add to Knowledge not only Training, but Power to adapt ourselves to our environment. Or, as Spencer says: Education is the preparation for life in its fullest sense. And Nature Study has come in as one of the means of training us to understand our environment. As we look at the children who come to us we find they have three environments. The first is Nature. This is the first that appeals to them. It has not come into our schools until recently; and yet here is the material through which they are to understand the forces which surround them and appreciate the energy which pervades the universe. Did you ever notice that the Great Teacher selected most of His illustrations directly from Nature? When they chided Him because he used some things of Nature on the Sabbath day, he said, "My Father worketh hitherto and I work." And today the reverent mind sees the same great truth.

There is a Second Environment, that of Citizenship, but it is not germane to the point we have in mind; we will pass it with the statement that now we find, in all our schools, the little children beginning History stories, not only Stories of United States History, but of World History. It is not a mere accident that the Committee of Fifteen, of which Dr. Harris was the Chairman, when rearranging the curriculum of studies for the country, gave one hour per week for every year, from the primary to the higher departments, to History stories.

The Third Environment is the esthetic, the literary, the artistic,—that which gives the ideals of the past and the ideals of today. It is an encouraging thing that today we give for the reading of the children the best of literature. We surround them, on the walls of their school rooms, with the masterpieces of art; and the children know something of these pictures and of the men and women who painted them. We hope thus to enlarge the meaning of the education of the child.

What we aim to get out of education is Power to See, Power to Think, Power to Do, Power to Be. And Nature Study is one

of the elements coming into the child's environment to teach him how to see and think and be.

I think I have, as an introduction, shown you where Nature Study belongs. Now we find you questioning, What Is It? What Does it Mean? I should say, briefly, that the direct aim of Nature Study is to train in children the power to see Nature at work about them, and to understand the meaning of what they see.

Let me illustrate. A short time ago I watched a primary teacher with the children after school starting to wander down a certain path. The little children had their eyes wide open to find the first thing of interest. It happened to be a small maple key. "Where did it come from? Let us walk along and see." Soon they found other keys, and looking round it was not long before they stood under the tree full of swinging keys. Now came another question: "What are the keys?" One little child began to tear his open and found a seed. "Why should this little fruit have this form?" Every little mind began to work questioning, and one child suggested: "So that the wind could carry it." I wonder if the wind can carry it. There was enough breeze to waft it. Why should the maple tree make its fruit of this kind? The maple tree wished to send off its seed and start other trees. What had those children been doing? They had seen something, and they had followed it along to see what it was, and where it came from, and why it was of that kind. I should call that Nature Study. I asked the teacher what was her plan? "I knew there were abundant lessons about me," she said. "We found the maple key first, and then asked Nature questions as we came to them."

Next, a lesson from the School Room. The little children in the First Grade, about Christmas time, had the Pine tree for a lesson. The tree stood before them, and the question was started, What are the pine needles? Only one child suggested that they were leaves, the rest insisted that they were "only needles." The teacher gave each child a spray of the needles, and asked the boy to tell the others why he thought the needles were leaves. "They grow where leaves do." "They are green

like leaves." The children pondered on that. By and by, another child, following the argument, found that there were some little veins in them, as in leaves. And so those little children worked away on this question; and what was the result? Every one of them came to the conclusion that the needles were leaves. It was not done by a teaching exercise as we call it, but the children questioned to find out what the needle had to say to them.

Another questioned: Why should the pine tree have this kind of leaves? They went on to think out the adaptation of pine needles to winter life.

I will give you another larger illustration,—to show what Nature Study means. It will not be many months before the green leaves upon these trees will take on their beautiful autumn tints, and I suppose the question will arise in many a school-room, Why do the autumn leaves change their color? and very likely the ordinary person will say, "The frost changes the color," and will be satisfied with that answer. But that does not satisfy the naturalist. He has been probing into the question, and finds the series of processes by which the valuable substances in the leaves are gradually withdrawn into the tree, before it discards the empty cells and fibres. "The color of the autumn leaves is a screen under cover of which the protoplasm retreats into the stem." Meantime near the base of the leaf stalk, the formation of a layer of special tissue has begun between the woody cylinder and the thin epidermis. When the time for the casting of the leaf arrives, this special tissue grows rapidly, pushing apart the cells which have held the leaf in position. Finally the slightest breath of wind will split the layer of separation, and allow the leaf to fall to the ground. The leaves as they decay on the ground also have their function to perform through the production of certain liquids which have the power to dissolve the mineral substances in the soil. These facts and many others that are being found reveal to us the adaptations in the life history of the leaves. (For a full explanation of this topic, see "Living Plants," by Arthur and MacDougal. Baker and Taylor, N. Y.)

Certain practical questions arise. What shall be the results from Nature Study?

I. An increased interest in Nature for the child. How many of us, having nothing of the sort when we were children, find ourselves when grown up with very little interest? These things that we see around us,—we don't know what they are. They are mysterious. Our eyes were not opened when we were children. How sad it is that children should grow up never having their eyes opened and never having any particular interest in Nature about them.

II. A second result is the Spirit of Inquiry. You will not trust to second-hand information, but will go direct to Nature and question her. You will have the patience to wait for the answer from her; and when the answer comes, you will dare trust her, because when the answer comes you will have a mind open to her answer. It is a valuable acquisition, for it is a search for Truth. I have the idea that the Creator surrounded us with nature mysteries that we may search for the truth. The power does not come to us all at once.

III. Another result is a love,—a simple love,—for natural objects. Is it not strange that so many of these children, having no instruction, gradually grow up in the attitude of antagonism. If a boy sees a cat, he wants to shy a stone at it. If he sees a helpless animal, too often the tendency is to increase the suffering rather than to decrease it. They seem to be tigers. Oh, if children could be taught to understand.

IV. Another result will be the power to understand Nature. Nature Study gives the taste for elementary science, and when the child gets older, Nature gives him great problems to work out.

An illustration. A few years ago, in the city of Worcester, Dr. Hodge noticed in a little pool of water not far from Clark University a large number of dead toads and frogs. Boys had been stoning those frogs, played with them, injured them, and left them around so that the whole border of this pond was strewn with the dead animals. The animosity of the children had worked all the injury possible. The doctor said, isn't there

some way of getting hold of these children and changing this attitude? He began to be interested in having the subject of Nature Study taught in the schools. He offered a prize to the child who would find the most about the habits of these animals. The children were interested. They went down to the pond and got specimens, and they watched the tadpoles develop. The boys would exchange toads. They began to have menageries of toads in their gardens; and a boy boasted if he had a better toad than his neighbors. They asked, How does he live? Why does he have a rough skin? What do you feed them on? The whole attitude changed. What was the result? The next Spring he watched that pool and not a dead toad was found. The feelings of these children had been affected because they saw in this animal some wonderful things, and their whole line of thought had been changed from cruelty to love. I don't believe those children will ever forget that lesson.

Another practical question arises: How start the children in the subject? To start them, we must learn to begin with the child's instinct, and to use it. One natural instinct is to "make collections." The children will bring you too many things, perhaps, unless you know what to do with them.

A second means of starting interest is in the caring for plants and animals which they own; and today you find in many school rooms, each child having a plant, watering it, and seeing how it grows and trying to increase its development. It is his, he carries it home during the summer, and brings it again in the autumn. He has his little collection of seeds for planting, and he watches the seed as it grows. He brings in his pet animals and watches them. The teacher has talks on animals, and he learns many interesting things that are new to him.

Another natural instinct is the love for a story. And we have these in Nature myths. The Nature myths reveal the great truths of Nature personified. You know how children like to personify. A boy can ride around on a broom as well as on a horse, and a chair is a wagon to him. Note the little pupils when the truths of Nature are personified to them, see how the truth comes home to them in such a myth as the following:

The sun god was gone, and the little gnomes were working down in the ground, deeper and deeper, and it was cold; they said, "Let us go and ask the Great God to give us some sunshine down here," and they asked for the sunshine. Down came a little bit of sunshine, and they worked up higher towards the surface of the earth; as they came up, one said: "We are very selfish." So they popped up and let the little yellow sunshine out on the surface of the ground for the benefit of the people. And what do we call that little bit of sunshine? We call it, the "Dandelion."

They love the myths of the North wind, the old Indian myths and legends. There are hundreds of those just full of nature truth, and appealing to children.

After we get the children started, how shall we train them to observe? We want to get beyond mere interest. You have the material at hand; you have these collections. And one way to train the child is to teach him to arrange and sort the material. Not long ago a teacher in one building with which I am acquainted, had a large lot of minerals brought in by the children. She didn't know what to do with them. She threw them out of the window. In a day or two those minerals began to come back. No mischief. The children were simply interested in gathering minerals. She did not know what to do with them. She waited till after dark, and threw the specimens away over in the field beyond a stone wall. They were out of the way, but they came back. She turned round, and she said, "What am I going to do?" She was studying the children. "Is it mischief?" No, it does not seem to be. "What if I taught them what to do with these things?" She appealed to me to know what to do. I said, tell them how to use that collection, sorting the things which are valuable from those which are not valuable for a collection. Then teach them to arrange the good ones and label them. They will throw away the things that are not of value, and those that are valuable they will keep. Later I looked over their collections. Many of the children had made little boxes, selected their best specimens and put on them the proper labels. That was education for those children; applicable not only in



Nature Study, but to other studies. Arrange the plants which you collect, and have your little herbarium. This power of arranging is a training in observation.

Train them to ask questions, Why? How? Where? Recently I stepped into a strange school room. The teacher did not know me, and I did not know the teacher. There stood before her a dozen children, each one having in his hand a horse chestnut twig. All was quiet and I wondered what she was doing. They were busy examining the twigs. For several minutes all worked quietly. Soon, she said, "Are you ready?" "What have you seen?" The children had been working on very quietly, without any teaching exercise in which the teacher had imposed herself; but the children were developing self-activity. The reports flooded in. I did not know there was so much to see in a twig. The moment the child stopped, all she did was to throw in a suggestion, and on the child went. "Now," she said, "do you think you could sit down and draw this?" They had papers, and began to draw. This called for even more careful observation. Of course there is another side to the drawing work—the artistic side, of great importance.

In approaching this work there are certain things to remember. Remember that each child has his own approach to the subject. Sometimes it is the naturalist's. Some little children love to hunt for "bugs," for plants, or turtles. You will find some boy in a school that you can't get hold of in any other way. It is his natural instinct. Another child hasn't anything of that kind of instinct. He starts in with the practical question, "What is it good for?" "What is its use?" He wants to know the usefulness of the thing. Another one is esthetic; he sees the beauty, and is to be approached from that side; perhaps through a beautiful flower, or a beautiful color. Another acts from the poetic impulse. Nature is so good that she will appeal to us from a great many sides. How shall we lead the child to see the meaning of the things about him? Along three lines—1. Work; 2. Adaptation; 3. Beauty. I was very much interested a short time ago, in some children who had been watching the violet grow. They had talked about the root, the stem, the leaves, and

all the parts. One little fellow broke out: "It seems to me that every part of the violet has something to do for every other part." He had found a Law of Nature,—co-operation. Everything is busy on its great work. It has wonderful adaptations in doing this work. Have you ever wondered why some caterpillars have green colors and why some others have brilliant colors. The former is easily seen to be a protective color. That brilliant little caterpillar probably has an acrid secretion which the bird doesn't like, and the bird learns to let him alone.

Why do toads have a warty skin? The toads jumping around in our gardens are in the way of a good many enemies. In these warts is a bitter secretion, which seems to serve as a protection. He is left alone to catch insects.

Have you ever wondered why a bird on the upper side is of dark color, and on the under side of light color? When the bird lights, there is a shadow which falls on the under side and that blends with the upper side. Otherwise, he would become conspicuous.

Work, Adaptation, Beauty: the naturalist has given us the point of view, and supplied us with a good amount of material. Remember, it is in the common things that we are to find our material.

Finally, teach the children that it is the spirit that sees and not merely the eye. We can train the child to use the eye, to think out the meaning, then that moves the spirit, and the child will come to understand Nature.

ARTHUR C. BOYDEN,  
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## VOICE CULTURE.<sup>1</sup>

"Not as though I had already attained, either were already perfect; but I follow after if that I may apprehend" that which we should all, as oral teachers of the deaf, most earnestly long for for our pupils,—the power of agreeable, easy and natural, as well as intelligible, speech.

That my position before you may be clearly defined at the very outset I quote from a letter addressed to a member of the Board of Directors of this Association on the eleventh of last month. I said, "There is one subject regarding which I have—as the Quakers whom I knew in my childhood used to say—'A great concern.' My soul is burdened for the voices of our deaf children. I am convinced that teachers are not doing what should be done in this matter. And this is so not because—as many a conscientious teacher says, and really believes—there is little to be done, or there is not time to give to the proper training and drill of voices, but rather, because the men and women in the school-rooms have no conception of what may be accomplished in this direction and do not know how even to begin the work. How many oral classes have you ever visited without hearing from the teacher some such remark as this: '*This* child has, naturally, a bad voice but I am doing my best to make his *articulation* good'? It is high time that we recognize the possibilities in voice-placing and developing and cease accepting the poor voice as something to be expected save in the exceptionally fortunate child. A course of study in vocal music, under a competent master would prove a revelation to the majority of persons. Why should not the Association provide a course of instruction along this line similar to the lectures given in previous years on the anatomy of the vocal organs, or those most

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<sup>1</sup> A paper read at the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

helpful addresses on Visible Speech Symbols and the production of the elements of speech? There are intelligent, scientific singing masters to be found, I suppose, by searching for them."

The response which this appeal called forth was almost enough to make one determine never again to find fault with his fellow-workers. It was after this order: "Your letter just received. The topic which you suggested is the one which I put first on the list of subjects to be considered at this meeting of the Association..... Your letter makes me still surer that this subject ought to be brought forward, and I write by return mail to ask you to prepare for us a paper on this very subject. You can, at least, state your firm convictions and give your experience."

The closing sentence from the above letter gives the outline, the two heads of discourse, under which I shall try to present what I have to say. Please do not lose sight of the text with which the paper opens: "Not as though I had already attained." I came asking light and guidance, and am commanded to tell the story of my darkness, my ignorance and need, in the hope that thus help may be called forth for others in like sorry case with myself. In finally consenting to appear here today it was explicitly stated that I could promise only to attempt to "voice the ignorance of the profession."

My "firm conviction" that voice-culture is too much neglected among us is based on observations made in the class-rooms of several of the best schools in the country, and on a careful study of the speech of the deaf wherever met, as well as upon a critical perusal of "The American Annals" for a long term of years, a searching review of a complete file of "The Educator," and a close study of all published Reports of Conventions of the Instructors of the Deaf, as well as the four volumes of Reports of Summer Meetings of this Association. In all this mass of printed matter concerning the education of the deaf I have been amazed to find how little has been said about the voice, pure and simple. The various methods and devices to be used in teaching geography, arithmetic, history, language, speech-reading, and articulation, have all been ably presented. Psychology

has not been neglected in the discussions. The anatomy and physiology of the respiratory organs, the special organs of speech, and those of hearing, have been minutely and learnedly explained. The pedagogue and the physician have given us of their best, but the singing-master has not been heard. And we have been content. We have thought we were getting all there was to be had. Many of these learned instructors and writers could, doubtless, have given us these other lessons, also, but we were not conscious of our need, or did not know that there was help for us, and they did not tell us that they could give us such assistance.

I well remember that I was one of those who most heartily applauded the *dictum* when one of the revered workers in our profession said, "Any pupil who has mastered speech and lip-reading so far as to be able to carry on conversation with regard to the ordinary affairs of life in speech so plain as to be readily understood by persons of his own family, even though others fail to understand him, should be accounted as a successful articulator and lip-reader." Articulation! Articulation brought always to the front! That may be all right—indeed I am sure is right, but why should we not, at the same time that we teach the child to articulate the word "father," train him also to speak it in an agreeable, musical manner? I am convinced that this is possible, and, being possible, is it not made our duty to thus teach?

At the First Summer Meeting, (Lake George, 1891), Dr. Hewson of Philadelphia gave us three lectures on the anatomy of the respiratory and vocal organs. Dr. Bell followed these lectures by considering the same parts and organs in their special relation to speech. In these lectures there was much to interest the student, and yet I doubt if one teacher in fifty ever made any practical use of such a piece of information as this, for instance: "Variations of pitch in the voice may be produced by allowing a portion only of the vocal cords to vibrate, instead of the whole; . . . . variations of pitch in what is termed the head register of the voice are produced in this manner; whereas in the chest register the vocal cords vibrate as wholes and the changes of pitch are produced by variations of tension." Again, some pre-

vious study is requisite to enable one to get much direct assistance from even such excellent matter, so clearly and simply stated as the following: "Every sound possesses the elements of pitch, loudness, and quality. . . . Now, when we study the production of voice we find that these three characteristics originate principally in three different parts of the vocal apparatus. The pitch of the voice is determined by the vocal cords; the loudness by the abdominal, or respiratory, muscles; and the quality, or timbre, by the parts above the vocal cords." But, again, closely following the above, and to be found on pages 134 to 147 inclusive, Report of the First Summer Meeting, are elementary directions for voice production of inestimable value, and yet, have fifty members of the Association thoroughly and persistently put them in practice? The section devoted to the subject of constriction in the back part of the mouth (this beginning on page 135,) should have been so closely studied and applied that we should, years since, have ceased to hear teachers lightly assuming that "the vocal cords have been affected by the disease that caused deafness," and instead we should see teachers intelligently acquiring the ability to repeat every vocal sound made by their pupils, and each instructor discovering for himself exactly what he does to produce any given tone. In the case described by Dr. Bell, in this 1891 Report, of which I have been speaking, after he succeeded in imitating the objectionable voice, he learned, by the use of a mirror, that the muscles constituting the side walls of the pharynx were forcibly contracted, and approximated so closely together as almost to touch. What was next to be done? Was there still to be talk of diseased vocal cords? Assuredly not. The teacher was to practice until he was able to move these muscles at will and then he was to teach his pupils to gain a like control of their throats. The children in that class thus learned to release the tension of the *palato-pharyngeal* folds, and so might your pupils and so might mine were we to labor as diligently to this end as we have to secure a clear and distinct k element. We simply haven't shown our faith by our works in this field because we haven't possessed faith enough to inspire good work.

I have, I fear, taken too much time for the first division of my subject, since the second, experience, is to take long in the telling if I am to attempt to make clear even a small fraction of what I do not know about voice culture. As to positive knowledge perhaps the best I can claim for myself is that "I know enough to know that I do not know."

The immediate experience which led me to make my appeal for a course of instruction at this Meeting was in the line of observation of another person's work. Among my friends in the profession is a young woman who doesn't for a moment so much as think of ever singing a song, who yet gave one entire summer to voice drill under a recognized master as her singing teacher. This man, replying to certain questions I have recently asked, writes, "My Method of Voice Training, or voice development, is known as the Physical Method. I am glad that my work through one of my students, has found a place in teaching speech to the deaf. It seems reasonable to me that this method would be suited to this purpose as it is purely mechanical and in my experience—with the hearing of course—has always secured good results." He continues his letter by giving a brief account of the origin of his method. Speaking of the founder of the school he says: "He had studied all branches of music with the most noted teachers of Europe, but, being dissatisfied with results obtained, he determined to make dissections upon the larynx and all other parts of the body concerned, directly or remotely, with voice production. These researches and experiments, combined with his many years' experience as a teacher, gave us what he called the Physical Method." Now, what did these music lessons do for my friend? Or, what more deeply interests us, what have they done for her pupils? She pursued this course two years ago this summer. In September following she was given a class of twelve little children, all beginners; all but one totally deaf so far as ability to distinguish one spoken element from another; and most of them supposed to be congenitally deaf, or known to have lost hearing before having learned to speak. One chattered, unintelligibly, in remembered speech. All were of fair, average promise as to mental capacity, and the

voices showed the usual tone characteristics and variations of the non-speaking deaf child. The average age was somewhat under ten years. Today the voices of these children are uniformly agreeable, well pitched and unstrained. For purposes of comparison I called to mind other classes I had known, and searched the records I had made. I remembered one class of equal, or even better, promise as regarded voice, and quite on a par with this in intellectual ability, under a teacher recognized for years as efficient, painstaking, and untiring—a young woman decidedly beyond the ordinary in culture, in fact, and in devotion to her work, but one who had had only the common vocal instruction. Now, what was the verdict as I compared the speech of the two sets of children under training the same length of time? There was simply no comparison to be made between them so far was the one class in advance of the other. And yet the children taught by my old friend spoke as well as the average deaf child.

In the light of the knowledge gained from a study of these two classes I return to the first division of the outline for this paper and state as my "firm conviction" that we have too long accepted poor voices as the "to be expected," and have had good ones now and then by some happy accident or special providence. It is surely time for us to awake and put on our strength by equipping ourselves for better service.

Much and excellent instruction has been given teachers regarding correct habits of breathing, and this should have formed the best possible foundation on which to build by further study. But instead of making such lectures and hints serve chiefly as aids in the training of our own organs, we have taken them, in the crude form, as so many lumps of information, and hurled them at the poor, defenceless children. We have devoted so many minutes a day to "breathing exercises" in class, and never questioned but that those ignorant little boys and girls understood perfectly what it was all for, and would make practical application of their knowledge, albeit we, ourselves, never thought of the matter at all, save as a section of our daily programme. I am myself a firm believer in the utility of these prescribed breathing exercises, but I also hold that they will do pupils little



good except the class-teacher finds them so helpful to himself that he takes them habitually for his own benefit. Let the teacher begin a course of lessons for the improvement of his own voice and he at once comprehends the necessity of diaphragm breathing, and he will then watch the breathing of his speech pupil as closely as he does the position of the lips and the tongue, and his drill in the matter of correct respiration will be continued through the entire school day and school term, and that teacher will not need to be told that breathing exercises are best used in connection with voice.

A recent writer on the voice quotes Goethe as saying that "all art must be preceded by a certain mechanical expertness," and then proceeds to show that in training the voice we must acquire mechanical expertness before we can make the tuneful cords respond to the touch of the will. The author then adds this important word: "Do not attempt voice development without first paying attention to certain forms of physical exercise that will free the chest, strengthen the muscles between the ribs and give the body such a poise that the chest will be equally dominant with the rest of the person."

In breathing exercises taken chiefly to direct the pupil's attention to the action of the diaphragm, I know none better than those in most general use in our schools. First, stand easily erect and place the hands upon the abdominal muscles. Close the lips firmly, but with no unnatural pressure, and while inhaling, center the mind upon the pressure of air forcing the muscles outward against the hands. When the lungs are filled to their fullest capacity, hold the air for a few seconds by a firm downward pressure of the diaphragm, and then forcibly exhale it all at once on the aspirated syllable *ah*. Second, the same exercise as the first in every particular except that one hand is over the diaphragm and the other on the chest. Watch carefully that the shoulders are not thrust upward. The third exercise differs from the preceding only in that the hands are placed against the ribs high up under the arms, and thought directed to the outward pressure at this point. Fourth, place the hands at the back upon the waist line, and centre the thought, while inhaling, upon the

outward pressure of the dorsal muscles. Finally, take an energetic breath through the nostrils with the idea of combining all the exercises before given and feeling the expansion at the abdominal muscles, the diaphragm, the dorsal muscles, the ribs, and in the chest.

That teachers generally are to a degree aware of the influence the posture of the body and the manner of breathing have upon the voices of their pupils is proved by the frequent use of such simple devices as this of having the child throw his head backward, fold his hands behind his back and hold his arms down firmly, as an aid in correcting a high, shrill voice. There are few teachers, too, I presume, who have not memorized many a statement similar to this: "Clavicular breathing is recommended if the voice is too deep, and is best attained if both arms are raised and the hands folded on the back of the head."

In presenting this paper the purpose was not so much to dwell upon specific rules for class-room use as to urge upon teachers the importance of self-culture in voice production, but it may still be within the scope of the article to mention a few scattered, disconnected passages from my note book. You will, I am sure, pardon the fact that these suggestions and warnings, prompted by my own experience, are given without sequence or direct relation one to another.

On one page I find this, which may prove a timely danger signal to some young teacher; the note says, "It is a great mistake to constantly direct the attention of the pupil to the throat. It is necessary of course for him to become conscious of the vibrations of the larynx, but after a very little time the mirror, and the crayon drawn diagram of the head—the pictured outline of the lips, nose, palate and tongue—are the better aids. Stricture of the pharynx is almost sure to result from frequently repeated external pressure of the hand upon the throat. Direct attention to chest and diaphragm, rather than to the throat. Movements of the hand of the teacher in early speech-reading, to indicate whether breath or voice element is spoken, often seem to give license to the pupil to keep his hand, while he is speaking, in a constant flutter: at one instant as if to press out his m, n, or ng

from one nostril; then to blow out the breath articulations upon his open palm; or most fatal of all, to squeeze out the vowels from the poor, abused little throat—and squeezed forth they too often are as a result of such an effort to do his best.

Some day I made this entry in my note book: "In *ā* don't let the child think too much of the back of his tongue." There it is again! Keep the thought away from the throat!

In training the voice of a deaf child a first essential is to properly place his voice. Test him—by your own ear if that be so well trained that you can depend upon it; for myself I have to use some musical instrument—and having found in what key he gives his purest, most satisfactory *ā* work from that up and down, and daily make that his starting point.

Sometime I have copied, and failed to record the name of the author, the following valuable paragraph: "If the voice is to be agreeable much attention must be bestowed on regulating the pitch. According to elocutionists the pitch of the voice derives its scale largely from feeling. And this, in a degree, is true of the deaf as well as of those who hear. Any emotion which from its exciting power, contracts the pharynx or increases the tension of the vocal cords must, necessarily, raise the pitch unduly. It is, then, obvious, that to maintain the natural, or middle pitch, the pupil should be in a calm frame of mind, a condition impossible to a pupil if the teacher himself shows excitement. No work upon the larynx, or any device I have seen, can effect a more positive result in obtaining a middle tone than a markedly quiet manner on the part of the teacher. The anxiety felt must not be apparent in the countenance, or the child, in his eagerness to relieve the teacher, will make too great a vocal effort."

Teachers ask frequently, "How are we to rid the children's voices of nasality?" In my own work I am finding it excellently worth while to cultivate nasality. As a rule the nasal cavities leading to the throat are not kept open, and the soft-palate and the muscles of the roof of the mouth are not properly exercised. Let the teacher test his own sensations. I think that he will discover that he more distinctly feels the closing of the nares than he does the opening action. I know no better exercises for the

teacher to practice in order to quicken his own perceptions in this regard than to sing the chromatic scale to the syllable *ā*, beginning each tone with a forcible *ng* and then passing into a pure *ā*. Is this quite clear? The point is, begin to work or to sing with the nares uncovered and note the sensation accompanying the closing with mirror and visible speech diagram before him, and, if convenient, a piano near at hand that he may reassure himself, now and then, as to the correctness of his tones; let him practice this just a half hour daily in fifteen-minute periods, and it will not be long until, by the sense of touch, by sight, and by his ear, he will have a knowledge born of actual experience that will tell him what to do with the children who give their vowels through the nose. Speaking of the diagram, I cannot see how one can attempt to teach the positions for the various elements without recourse to this drawing, and it is no less helpful when the teacher's thought is wholly on tone production. The right muscles called into play, and, if correctly placed, the voice is bound to be right.

Another point, to get clear head tones direct the thought to the front of the mouth. The trilling exercises, with which all are doubtless familiar in their practice, to gain, or to increase the flexibility of the point of the tongue, may serve an equally excellent purpose in bringing tones well to the front. Trilling the chromatic scale, and especially taking it in the descending order, is a good opening exercise for the teacher's daily study. Push the tone out in your own vocal drill and you will then be able to help your deaf pupils to do the same. Practice talking in the tone assumed when a lover of little ones talks to a baby. Such a tone is almost invariably fine and well forward. Study how you get this effect and then help your pupils to the same power.

The ear of the teacher should be cultivated. Different persons undoubtedly make use of different means for securing this end. As an aid in gaining certainty as to pitch of tone, vocal practice with a correctly tuned piano is something readily at the command of almost every one. Take a certain note and then test its correctness by the instrument. Learn to *think* a tone with absolute exactness. By concentration of thought upon

the effect desired much of one's vocal practice may be done in absolute silence—a most merciful provision, by the way, for the sensibilities of the other inmates of the dwelling in which the enthusiastic student-teacher may chance to abide.

Among my notes I find this underlined as being of special importance: "Learn to drop the jaw with complete relaxation, and then control it with no strain upon the muscles connected with the throat." In the same connection I find this admonition: "Avoid straining of the chin muscles in the effort to give a loud, strong tone. Such straining is sure to cause the jaw to stiffen and the pharynx to contract." Again, I one day wrote, "I wish I knew more about the part the hyoid bone takes in the production of pure tone. I am told there are several pairs of muscles which pull up upon the posterior and middle part of this bone and thus upon the larynx, and there is one controllable pair pulling downward upon the front part of the hyoid bone and thus stretching the vocal bands. I believe it would be of great assistance to the teacher and to the pupil through the teacher, to be able to easily and surely govern these muscles. Where am I to get instruction in this?"

I have read to you but a few of many notes of this nature, but these will serve to prove my sense of need. I am taking a course of singing lessons this summer in the expectation that I thus may learn something of the science of voice culture that will be of value to me as a teacher of deaf children. I should be, indeed, a peculiar mortal, a veritable original, did I not think that this which I believe will be a help to me would be of advantage to other teachers not already possessed of a conscious control of the speech organs based on an accurate, practical knowledge of the muscles of all the parts concerned in the production of speech-sounds.

The same muscles are found in each throat, and with the organs in normal condition why should not all voices be equally good? However, so long as teachers lack the technical knowledge for which I am pleading so long will there be poor and unpleasant voices among the orally taught deaf. Dr. Harrison Allen in one of his lectures before the Association at Lake George in 1892, said, "Trainers of the singing voice are prepared to un-

dertake the work of voice training for the deaf." And yet what Institution superintendent ever asks the applicant for a position among his teachers, "Have you studied vocal music? Can you give scientific voice training?" Speaking of the work of the physician in the treatment of diseased conditions, Dr. Allen touched upon the demand for technical knowledge on the part of the speech teacher when he said, "Habits in children often persist after the causes for them are removed. Thus, a patient upon whom a cleft palate has been closed is apt to talk as badly as though nothing had been attempted for his relief. And the same with the so-called third tonsil. Every muscle-fibre, from continued wrong use, is falsely adjusted to every other." In the same connection he mentioned a teacher in Paris, engaged in training vocalists, who secured excellent results in a patient, presumably a hearing person, upon whom the doctor had operated.

The best teaching will not be possible until there is a general realization of the fact that the teacher must know far more about the building up of voices than he can hope ever to make direct use of in the school-room. No one would think of placing over a primary arithmetic class a teacher who had never studied beyond the most simple processes in addition, subtraction, multiplication and division. Neither would the instructor in penmanship be counted satisfactory were he to say, "I know how I want the writing to look, but I am not certain about how the pen should be held, or just how each letter should be formed. We'll just have to start in and try, and keep trying and finally some of the class will write fairly well." Now, honestly, are we so very much better as teachers of speech than such teachers of penmanship and arithmetic would be? Let us face this question bravely, and admit, if it be true, that our standard has been placed too low. My own conviction is that we are not measuring up to our full duty and privilege while we lack that special, practical knowledge of vocal physiology that will enable us not only to *train* a good voice but also to build up and develop pleasant speech from the difficult and unpromising.

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## BACKWARD CHILDREN.

### II.

The head teacher for the younger children should be a woman, but for the older ones a man. Children under twelve should assist with all the work in and around the house, go on errands, and lead the life of the average hearing boy. This would not be to save the school a few dollars, but to educate the child.

None of the buying, selling, or hiring of work on the place should be kept from the children. It should be part of their education to know how much everything in use on the place costs, where it came from, how and where to obtain the best and cheapest of certain things. They should be told why we do, or do not, buy the most expensive of some things.

Nearly all the supplies for the school would be bought at wholesale, but some should be purchased at retail. The children should go to the store with the purchaser and learn the worth of a dollar. As they grow older they should go alone, get the right article, pay for it, and bring back the right change. Such a method would make the education of the backward child objective. Still, he would not lack imagination. I have never seen a dull deaf child, nor even a feeble-minded one, whose imagination did not surpass the other faculties of the mind. The dullards whose mental defects seem to be spells of insanity, often show creative imagination in marked degrees. I have always been disappointed in finding very little or no creative imagination in my bright pupils and the more evenly balanced; and the more they resembled the normal child, the more they lacked imagination, especially the inventive kind.

Pupils should be given liberties according to their age. A child hedged in on all sides by rules till he is twenty, and then thrust out in the world to shift for himself, is not fit for liberty.

During his last year or two at school he should be given a chance to earn some money for his own use, and it should be seen that it is well earned. Then he should be shown how best to spend it and how to keep account of all he earns and spends. He should be allowed to make friends and have some associates outside the school. In addition to the necessary barns, the farm should have a blacksmith shop and a place where all farm implements, harness, etc., could be mended by the boys. The older boys should work on the farm, in the garden, and in the dairy, and look after their own clothes. They should not do house work, except where one might wish to be a dish washer, or something of that sort.

There should be one large laundry for the boys' school, and if it seemed advisable for any of the boys to learn the laundry business, or any part of it, let them work in this laundry. If not, do not send them there at all.

There should be a cottage on or near the farm where the teachers and officers could board. There should be officers and teachers on duty at all times in the children's cottages, but if each teacher is required to narrow his life down to that of a child's, he would not be fit for the duties of a teacher in this special school. He must live pleasantly, keep in good health and spirits, and give all that is best in him to this work. To be able to do this, he must see something of the ideal, as well as the practical, side of life. The over-worked, tired-out, soured person is not the one to have charge of the children in this school. Teaching is work for the brave, the bright, the energetic, and the hopeful, as well as the good and the affectionate and the intelligent.

No nook nor corner in the children's cottages should be too luxurious to admit the children. These children are ignorant and misunderstand so much that, while we, with reason for our guide, are placing things near them, with the hope of elevating them or teaching them the rights of adults, we are simply warping their natures. Few of us are given an insight into the real workings of their minds, and take it for granted that there is no harm done if the child does misunderstand us for a while.



One day when I was teaching the meaning of the sentences, "We must be generous. We must not be selfish," one of my dullest pupils said to me in signs: "You had ice-cream for dinner last Sunday. You did not give us any. My mother is not selfish. She is generous." In vain I tried to explain that I had paid for the ice-cream as a part of my dinner, in paying my board; that the school could not afford to buy it for the children, as the state did not appropriate enough for these luxuries. "But," said the little one, "when mother has ice-cream, she gives me a heap. She eats a little herself. She pays for it. It is hers. She is not as rich as you. I know my mother likes ice-cream, but she is generous. Sometimes when she has only a little of something nice, she gives it all to my brothers and sisters and me. She does not eat any. She is kind. She is not selfish. Home and here are different. The other day when I had an apple, you told me to give half of it to Mary, because Mary was poor. Do you give half of your nice things to Mary? When I am big, I shall be like my mother. I shall not be like you."

And yet we teachers among ourselves roll our eyes, hold up our hands, and marvel at the ingratitude of these institution-bred children. Of course only "fussy teachers" will take notice of these little things, yet we are not called fussy if we, by oversight, darken and warp and narrow what it is our sacred duty to bring to the light and to unfold.

The number of servants to be kept and the details of every one's duty will adjust themselves as the school progresses. Only after the school is fairly started can a course of study be decided on, and as times change the course would have to change. We might begin by arranging a course based on that which former backward pupils found most needful after they left school.

I give here a list of some of the things I have been teaching my dull pupils:

The care of their health.

The influence of their appearance in aiding them to obtain work, make friends, etc.

The policy of being polite without allowing themselves to be imposed on.

The good derived from being cheerful and hopeful.

Their duty to themselves and others.

The use of maps, measures, etc.

What is sold by the pound, the quart, the dozen, the yard, etc.

How and why prices of the necessities of life vary.

How and where to buy food, clothing, medicine, etc.

How to call a doctor, answer his questions, etc.

How to find places on maps, wasting no time in teaching how to describe the location of a place.

How to behave on the street, in church, and in other public places.

The value of having friends, how to keep them, etc.

To read newspapers, to understand the head lines, etc.

Something about places and people frequently mentioned in the newspapers.

To read advertisements and to have no faith in patent medicines.

To express themselves in simple English.

To avoid using compound sentences.

To understand the perfect tenses, but not to use them unless they are sure that they know how.

To use the active voice and to understand the passive voice.

To read stories and to write short ones.

To write real letters.

A little history of our own country.

How to tell the time of day by the clock.

To read rail-road time tables, and how to express time in figures.

To add, subtract, and divide with ease.

To handle money, make change, and count change with ease.

The common postal laws and the common laws of our country.

How to ask for work, what wages to expect, and how to keep their positions, etc.

The story of the creation.

The birth and death of our Saviour and the influence of his teaching.

Doing right because it is right.

In regard to my former fifty male pupils who are not at the present time in school: Fifteen were feeble-minded; four were bright; five were somewhat above the general run of backward pupils; twenty-six were backward. One of the feeble-minded, one of the backward, and two of the bright children died during their school term. Four of the remaining forty-six are at present under the age of twenty, and are not self-supporting; three of these, I have reason to believe, will never be self-supporting, because one of them is a cripple and is also epileptic, and the other two are very feeble-minded and too nervous to be able to control their hands. The fourth has St. Vitus' dance and is not very strong, but his mother is educated and refined and has learned the manual alphabet and is endeavoring to keep up his language while training him to be useful around the house and farm. This boy had spent seven years in school and during that time learned to read, write, and cypher a little. Before he left school he could answer his mother's letters without assistance, and I am watching the progress which he is making with interest.

Of the forty-two others, one I cannot account for; a second was found to be a worthless young man, utterly depraved when he entered the school; we kept him only for a few months, so I shall not follow him farther. The other forty I know are self-supporting and are leading respectable lives. None of these forty pupils remained at school for the full term, and none graduated; many of them learned trades after they left school. One of the boys told me recently that nothing but the fact that he could write induced a man to give him a chance to show what he could do in the way of learning a trade.

My former pupils have frequently informed me that when they apply for work, their being able to write impresses the other men with their ability to work, or to learn how to work, and the foreman of a shop or factory is more willing to give them a trial than he would otherwise be, had they no knowledge of writing.

The following four cases go to show how much the backward deaf child is in need of special care and instruction:

Two city boys were admitted to the Pennsylvania Institution as pupils last year; both were congenitally deaf and both were nineteen years old. One was intelligent, but the other was not. Neither had any written or spoken language. Both were healthy and strong, knew something of figures, gestures, and pantomime. The intelligent boy was a first-class tailor and was pretty well informed in a general way, had a good idea of what is expected of every American, knew something of the history of the United States, and of the country his parents emigrated from. He was one of the most sensible, industrious, honest, and moral boys we ever had in our institution. During the four months he attended school, he learned more language than the average congenital deaf-mute does during his first year at school. Four younger members of this boy's family are deaf and his parents had a code of conventional signs which enabled them to communicate with their deaf children with almost the ease they did with their hearing children. This accounts for the boy's knowledge of men and things; but had this boy been dull, I do not hesitate to say that his parents would have given up the attempt to teach him what they did, because it would have been easier to do the work themselves than to teach the boy how to do it, and talking to him in signs would not have been a pleasure.

The dull boy had no trade and knew very little of anything that is elevating and, though he had no conventional signs to speak of, there is hardly an evil thing existing in the city that he was not familiar with. On asking a member of his family why a boy so strong and healthy was allowed to grow up without a trade, I was told that several attempts had been made to teach him to work, but he was so dull that the task was given up and he was allowed to drift.

There was a congenital mute in my class several years ago who entered school at the age of twenty-three. He could not read or write, but he used conventional signs and natural gestures. He was rather slow in learning language, still there is no doubt but that as a child he was bright. His early child-

hood was spent in a country almshouse, and when in his teens, he was adopted by a farmer who trained him to work on the farm. On the boy becoming of age, the farmer hired him to work, and at twenty-three the boy had saved enough to pay for one year's tuition at our institution. He made such good use of his time while at school the first year that our Directors very generously provided for him to stay four years longer, during which time he learned the trade of shoemaking, besides doing fairly well in language and arithmetic. Since leaving school he has been earning good wages in a shoe factory, though his friend the farmer would pay him good wages if he would return to him.

Two years ago there came to our institution from the country a strong, well-grown boy of nineteen. His folks were farmers, but he had not been trained to work on the farm, or make himself generally useful in any way. Knowing nothing about writing or figures, he as a matter of course used pantomime and gestures, and, though slow and dull, he was not feeble-minded. Being curious to know how it was possible for a boy like him to grow up so ignorant and shiftless in such a busy place as a farm, I made inquiry about him. I was informed by his sister that he was so slow that no one had the patience to show him how to do anything. He did feed the chickens and cows at home, but could not be relied upon to do it regularly.

*(To be continued.)*

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## WHO IS TO TEACH THE DEAF-BLIND, AND HOW IS IT TO BE DONE ?

It must not be expected that educating knowledge shall come from me; I am not a small beginning of an educator for one thing, and even if I was a small bit of an one, I do not propose to set out a candle in a glow of electric lamps; so please take what I say for what it is—mere observation, and not one whit more.

Now, I hardly think it is worth while to emphasize what I have so long asserted, that schools for the deaf are the ones to begin the education of the deaf-blind; that “stands to reason.” The very first need of the uneducated deaf, and deaf-blind, is communication; until the pupil gets some measure of that, he knows nothing. As the blind have the power of communication fully established when they come to their teachers, it is evident that ability to give this is not a necessary part of the equipment of the teacher of the blind, and it certainly is a prime requisite with the teacher of the deaf. Therefore, if there is any argument to be made against the proposition I submit, I have never heard it. I know perfectly that many deaf-blind have been educated in blind schools, and *thoroughly well educated*, but their teachers adopted the methods of the teachers of the deaf; and there is a difference between adoption and use of existing knowledge, and familiarity with using such knowledge. The necessity of resorting to the sense of touch in the pupil, cuts no figure in the question, for it is not the *teacher's* sense of touch that is used, but the *pupil's*, and the pupil develops that sense for himself.

Now admitting that my proposition is sustained, the next point is, what are the methods used in establishing communication with the deaf-blind? Why, just the same as in the case of the deaf pupil, connecting his knowledge of familiar tangible objects with alphabetical representation of those objects; with the deaf pupil the knowledge of such objects is gained by sight, with the deaf-blind by touch; where one uses his eyes, the other uses his touch, (*his touch mind you.*)

It seems to me that these considerations establish the proposition that the first steps with a deaf-blind pupil should be taken in a deaf school, or by a teacher of the deaf. But now I will propose what I fear professionals will rank as heresy: I don't think it matters *very* much whether the very first steps are taken under the direction of a teacher of either class, or in a school of any kind, and I half doubt whether experience in teaching of *any kind*, is of special importance; it is better, but not vastly so. No teacher of the deaf-blind has ever had any previous experience in that work, (bar possible exceptions at the Fanwood school). Many have had no previous experience in teaching either the deaf or the blind, and some have had no experience in teaching of *any kind*.

The *main* thing is the qualifications of the teacher herself (note that "*herself*"; men *have* taught the deaf-blind, but the true woman is the only ideal teacher). The infinite patience, the deep sympathy, the patient and constant observation and quickness to grasp every little act indicating an opening for light, is the first, and pretty nearly the last and only, qualification for teaching the deaf-blind. As an illustrating instance of the patience and devotion required, I remember nothing so striking as that in that most desperate of cases, Maud Safford, a virtual savage when her teacher took hold of her; the uttermost depth of despondence was reached by Miss Buckles, on the very day that Maud first answered back, but the patient devotion and resolution was there, even at that darkest hour.

Now contrasting my declarations of the advantages of having teachers of the deaf begin this work, with my subsequent declaration that experience of any kind is not of *very* great importance, I suppose I will be said to be contradicting myself. But the explanation of any such apparent contradiction is this. First there is an atmosphere of its own in each class of schools; establishing communication pervades the air of the deaf school; there is that value in it; further, the teacher of the blind, when beginning the instruction of the deaf-blind pupil, often cannot shake off the traditions and habits attaching to education of the blind. The idea of something to answer for "talk" does not burn itself into the teacher of the blind; hence the instances I have

known where such teachers went at roundabout ways to teach the pupil "talking;" in one case the expedient of giving the pupil the letters of the alphabet cut out of paper, was the first step, and after a very considerable time, the manual alphabet was resorted to. Why not have begun with it at first? In another case, a lady of the highest intelligence, moved entirely by motives of charity, resorted to the Braille alphabet as the first step, when the manual alphabet would have been infinitely simpler.

I have uniformly referred to the manual alphabet as the means of communicating with the deaf-blind pupil, but I wish it to be understood that I am not taking part in the discussion as to whether the oral or the combined system is the better for the education of the deaf. You professionals in education can discuss that. But when it comes to the deaf-blind, then I *do* take a stand. Is it not evident that the deaf-blind pupil has developed his sense of touch more, infinitely more, as to motions of the fingers, than he has with motions of the lip? Will not that pupil more readily recognize movements and positions of the fingers and connect them with the tangible object given it at the same time, than it will the almost unknown feature of motions of the lips? I freely admit that deaf-blind pupils have been taught by the oral system, but how big a job has it been? "Teaching the deaf to speak" is already considered by the public to be something very wonderful, and the deaf-blind have already suffered far too much from that exasperating delusion in the public mind that the teaching of them is "Wonderful! Wonderful!! Wonderful!!!" Pray do not add any more causes for "wondering."

But for the proper education of the deaf-blind, I am convinced that they should have the privileges of the three classes of schools, those for the deaf, until a fair amount of knowledge of language has been gained, then the schools for the blind, with their full equipment of tangible apparatus, books, etc. of education, and finally, in our general schools for normal pupils. We want to make the deaf-blind pupil as near the level of the normal as is possible, and we ought to give him a chance to gain some part of his education with normal pupils, and as normal pupils gain theirs.

There is one thing that will be apt to discourage and mis-



lead the teacher of the deaf-blind. She will be apt to be puzzled and worried over the various systems of print for the blind, the Moon, New York Point, Line Letter, European Braille, and American Braille, and may try to decide which is the best and which will give the pupil the least trouble. Now the plain truth is, that the blind, or the deaf-blind, are not bothered about learning another print, and while all of them have their preferences for one or more systems, they read any that they know with nearly equal satisfaction, and learning a fresh system does not bother them; *it is the teacher that it bothers*. Katie M'Girr, who knew Moon Line and the two Brailles, learned New York Point so that she could read it with only occasional references to the alphabet, in one hour and a half. As a very wise man once wrote me on a related matter, "All are good, none are exclusively good."

But back of methods of teaching the deaf-blind, is the difficulty of *getting them to teach*. First comes the financial difficulty. Few schools, for either the deaf or the blind, have funds to spare for providing the teacher specially for that one pupil. I believe, however, that there are few legislatures now which will not make a special appropriation for this work; Iowa and Ohio have done it, and Massachusetts does and did it in the case of Edith Thomas and Albert Nolen. But when the money is provided, another difficulty remains in some cases; that the parents refuse to have the child educated. There is one case where the father keeps a nice, bright boy secluded, apparently being ashamed of him; another such case was reported from a western state, but I can get no verification of such a person being in the town stated as his residence. In this state there is a woman, now about 35, who was partially educated twenty years since, an unusually bright, lovable girl, for whom nothing has been done during these twenty years, and whose family refuses to answer any enquiries about her.

But this feature must be very familiar to instructors of both the deaf and the blind, and they have doubtless found what is the best way of meeting it.

Yours truly,

Oakmont, Pa., Feb. 24, 1900.

W. WADE.

## THE FAMILY AS CO-WORKER IN THE EDUCATION OF DEAF CHILDREN.<sup>1</sup>

The school and the family are the two most important educators. If there is no mutual interest between them, or if they are hostile to each other, the work of education is rendered difficult, or even becomes problematical. Unfortunately, the family has hitherto not always been a faithful co-worker of the school; and if at this day there appears to be a serious decline in the moral standard of our youth, a great part of the blame must undoubtedly be laid at the door of the family which, owing to lack of time or knowledge, or to carelessness, neglected to exercise its educational functions, or even from sheer malice purposely destroyed the educational results of the school. For a considerable time, therefore, the public school has held out its hand to the family to form a union for common action, to awaken among the members of families interest, true understanding and love for educational activity, and point out to them ways and means for such work. To further this union it has, amongst the rest, been proposed that on suitable occasions, e. g., when a scholar is sick, the teachers should visit the homes of their scholars. Such visits at the same time enable the teachers to get an insight into the family-life of their scholars, and furnish them with a standard for judging the character of the scholars. As the most efficient means, however, for strengthening the bond of union between the school and family we must consider Parents' Associations, i. e., meetings of the parents where instruction, lectures by the teachers, recitations and social intercourse pleasantly occupy a few evening hours. To judge from reports in various educational journals, such associations have been formed in many places, and have met with great favor on the part of the parents. It affords us considerable satisfaction

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<sup>1</sup> Translated from "Blatter fur Taubstummenbildung," (Journal of Deaf-Mute Education), Berlin, April, 1900, by H. Jacobson, Washington.

to state that in our special field likewise a beginning has been made in this direction; we refer to the so-called "*parents' days*" in the Berlin city school for the deaf. So far, the parents have shown a lively interest in these meetings; it remains, of course, to be seen whether this interest will be lasting; which all well-wishers of our deaf children earnestly desire.

*From various reasons there is in our field of labor urgent need of a thorough understanding between the school and the home.* What ignorance concerning our aims do we not find among the public, and therefore likewise among the parents and friends of our scholars! One person is astonished that the deaf learn to speak; others are disappointed or even angry that we do not obtain better results; whilst others again have not the slightest idea in what form an understanding by speech is reached between the deaf and persons possessed of all their faculties. The "*parents' days*" therefore afford the teachers of the deaf an opportunity. *to teach the members of the family* the way in which they may converse with the deaf, to show them that, by means of speech-instruction, this is possible already during the second school year, and that speech and knowledge develop during the course of instruction.

*Many a misunderstanding might be cleared up, many a complaint to the authorities might be rendered unnecessary,* if teachers and parents would have an opportunity to have a thorough talk with each other. Many parents still look upon an institution for the deaf as upon a sort of chamber of torture, and consider the teacher simply as a tyrant who wields the rod. If they had more frequent opportunities to be present during the hours of instruction, they would soon find that in reality things are very different from the picture created by their imagination. From occasional hints in letters from the parents to their children we may gather what ideas are still prevalent as regards our institutions. Thus, e. g., we learn that parents do not like to send a package to their child, because they fear that the package will never reach it; relatives ask whether children will be allowed to visit their homes once during the eight years' course; just as if the institution was a prison! A father com-

plains to the authorities of the insufficient clothing furnished to his son, and demands that he be furnished with woollen underwear. Here we find a complaint that a child has been punished; but the parents were entirely ignorant of the circumstance that, owing to repeated cases of stealing, an exemplary punishment had become necessary. In all these cases a simple plain talk would have set matters right.

It is likewise exceedingly desirable that the family and the school should work together in the matter of *choosing a calling* for deaf children, and many a grievous mistake would thereby be avoided. Many parents are anxious that their children possessed of only mediocre capacities, or even weak-minded, should become clerks, printers, or lithographers. A warning or advice by the teacher would here be in place. On the other hand, the teacher could often have proposed a better calling for a bright scholar, if his advice had been listened to before taking a final decision.

The work of educating the children is the duty of institutions for the deaf to a much higher degree than that of the public schools; for most of our scholars only spend their vacation under the parental roof. But even in spite of this, the family could be brought to take a much larger share in *the work of education* than it does at present. In deaf children moral defects are much more frequent than in children who possess the sense of hearing. Thus, e. g., most deaf children, among them even some coming from good families, do not seem to have very clear ideas as to what belongs to them and what belongs to others. Here would be a suitable opportunity for the school and the family to work in common, after a through talk between teachers and parents.

*Instruction* would likewise gain a good deal from a union between the school and the family. The characteristics of deaf children and the aim of our education of the deaf, render it necessary to individualize instruction. Although Pestalozzi's idea of general human education is likewise our aim, we cannot entirely drop the much decried principle of usefulness. Whatever is good and useful for the deaf child, should pre-eminently be a subject of instruction. The circumstances of relationship and

home, therefore, play a very important part in our instruction. Alas! how many errors and mistaken notions have to be cleared away! I here refer specially to relationship. Probably, most teachers of the deaf approach this subject with a certain degree of fear, for there is hardly one deaf child which has a clear idea as regards his relations. There is now at our school—in the 7th year of the course—an otherwise very bright girl who solemnly declares that both her parents are living, whilst we possess legal documents showing that she is an orphan. A talk with the nearest relatives would soon clear up the matter. Clearer ideas are also greatly to be desired as regards other matters. As the majority of our scholars come from the country, the teacher goes into details as regards landed property, and the conditions on which tenants rent their farms. Would it not increase the usefulness of the instruction if the teacher, after having obtained his information from reliable sources, could say to the children, "Your father rents so and so many acres of meadow land; he pays so much per acre. What does his entire rent amount to!" etc., etc.

Unfortunately, we are in most of our institutions not in the position to gather round us the relatives of our scholars at stated intervals, say once a week or once a month. But nevertheless, we have an opportunity several times a year to have some talk with the relatives of our scholars, viz., *at the end of the vacations*. Nearly all scholars go home for the midsummer and Christmas vacation, and when they return, they are in most cases accompanied by some of their relatives; the scholars of the lower classes are invariably thus accompanied. Our authorities have selected the Sunday as the day of return, in order that the parents may not lose a working day. Would it not be possible in the afternoon of these days, at a time when most of the scholars have returned to school, to devote an hour or so to instruction combined with social intercourse, in the presence of the parents? If in some instances some observations as regards the moral conduct of some of the scholars should be necessary, a private talk might be had with the parents after the close of the exercises, so as not to expose them before the others.

Of late years there has been a good deal of just opposition to *public examinations*; and in most of our institutions they generally fail to reach their object. Frequently ten to twelve persons form our entire audience, and the examination loses its character as a public function. Would it not be possible to make these examinations accessible for the parents and relatives? We would, in that case at any rate, have an appreciative audience. Perhaps once every two years, e. g., at the close of the Christmas vacation, a public examination might take the place of the proposed "parents' day," to which the relatives, who, as it is, generally visit the institution at this time, should be specially invited. It would be a pleasure for the parents to see what progress their children make from year to year, and how far they can be advanced in reaching the first class. An exhibition of drawings, needlework, etc., as well as of athletic exercises, would greatly enhance the interest of these occasions. Even if on such a day everything should not pass off as smoothly as during the scholastic year—remarkable gaps in the knowledge of deaf children are often noticed immediately after the vacation—this would not be a very great misfortune.

The first opportunity for paving the way for the much desired union of the school and the family of course offers itself *when the younger children first enter school*. On this occasion the speech teacher should under all circumstances be present. Not only will most parents be glad to make the personal acquaintance of the teacher of their children, but the teacher himself may on this occasion learn a good deal that will be of use to him during the future instruction, e. g., under what circumstances the deaf children utter sounds, what stock of words has been retained by children who have become deaf at a more advanced age, etc.

In the public schools, *tasks to be done at home* are considered as a bond of union between the family and the school; for they afford the family an opportunity to watch the progress of the child. We could reach the same object, if we were to give the deaf children some tasks to be done at home, especially when they go home for the autumn and Christmas vacation, when the long evenings offer a favorable opportunity to the parents to

occupy themselves with their children. An experiment in this direction which I made some time ago, was accompanied by most favorable results. Most of the parents and relatives had looked at the books which the children had brought home with them, had taken an interest in their studies, and had asked about this and that, which otherwise would not have been done.

Truly, it is no easy task to educate deaf children; and if even with the most arduous labor and constant watchfulness, both as regards the instruction and education of our pupils, we fail to fully reach our aim, part of the fault must be found in the fact that the school has to do the work almost entirely by itself. It is easier for two persons to safely carry a load to its destination, than for one whose strength gives out on the way. Therefore, let the family cheerfully take upon itself a share of the burden!

F. Gusow.

## DAY-SCHOOLS IN LARGE CITIES.

[The discussion before the Detroit Parents' Association of the question of a single centrally located school, or of several small schools located at points in the city convenient to the homes of the children, was reported in full in the April number of the REVIEW. The report brings a number of contributions upon the subject, among them the following from Miss Anna E. Robinson, Secretary of the Detroit Association of Parents and Friends of Deaf Children, Mr. Robert C. Spencer, President of the Wisconsin Phonological Institute, and Mr. Philip A. Emery, formerly Principal of the Chicago Day-Schools.—ED.]

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One of the most important questions concerning the education of the deaf in Detroit is the grading and location of the schools.

After careful consideration I unhesitatingly would say, have the schools as close and convenient as possible to the homes of the pupils. This rule is adopted in the location of the building of schools for the hearing children, then why not adopt the same rule for the convenience of the deaf children.

There are a few who advocate one central school. If this plan were adopted, it would be a great act of injustice to this unfortunate class and I feel by right it should not be considered for a moment. Think of a small deaf child say six years old, going daily from two to five miles to one central school alone. I think it would be hard to find a mother or father who would acquiesce in the plan.

There are other reasons why many small schools are preferable to one central school. Deaf children learning to talk should mingle as much as possible with hearing children, so says Dr. Alexander Graham Bell who perhaps has given this subject more study than any other person living. The plea of those advocating one central school is that the pupils can be better graded. A child who is beginning to learn to talk must



speech. This is individual work and there can be no grading during this time beyond that which the teacher should be able to do easily. After this the child may be placed for one half its day in a class with hearing children. The child will then partake of the enthusiasm and energy of the whole class and be stimulated to acquire more and better speech.

I believe a teacher with a small class of from three to seven pupils will take a keener interest in their progress and welfare than she will in five or six such classes who would come before her in one central school.

The object of those who labored for the establishment of public schools for the deaf in Michigan, was to have those schools removed in their character as far as possible from institutionalism, and it is to be hoped now that this idea will be fully carried out and all our deaf be educated on the same broad plan adopted by the public school system of this country.

ANNA E. ROBINSON.

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In cities like Milwaukee, Detroit, Cleveland, and smaller places, the policy of centralization, all things considered, will probably produce the best results. The Milwaukee public day-school for the deaf is organized and conducted on the centralization plan. It is a full graded school with a kindergarten and a manual training department, and next year will have a post graduate or high school class. The enrollment is fifty-five pupils, instructed by ten teachers including the principal and manual training teacher.

The school is centrally located and pupils who are scattered throughout the city come to the school unattended, some of them traveling long distances on the street cars. The car fare is paid for indigent pupils out of a fund provided by an association of parents and friends of deaf children. By bringing all of the deaf children together in one school it is possible to have all of the grades from the kindergarten to the high school class and manual training, for the benefit of normal students who use the school for observation and practice.

There is also the advantage of a most thorough supervision of the work by the principal of the school, Miss Wettstein, who has charge of the normal training and can personally observe the work of her students as well as of the regular class teachers. It would be more difficult to carry on normal training with practice and observation for the normal students if the plan of decentralization or scattered small schools were adopted. Dr. Alexander Graham Bell is very strongly of the opinion that the best school for the deaf child is a school of one, in which the child never sees another deaf person. From many points of view this opinion is undoubtedly scientifically sound. Under ideal conditions this plan might be carried out, but under conditions existing in Milwaukee where normal training must be carried on, the policy of centralization, at least to the extent of having one full graded school for observation and practice, is essential.

. In Chicago there are quite a number of day-schools for the deaf, located in different parts of the city. The supervisor of these schools spends a considerable part of her time in traveling from one school to another, but the families and pupils are probably better accommodated by the policy of scattered schools than by bringing all of the deaf children together in one central school. There are, I believe, at the present time enrolled in the Chicago schools, about one hundred and eighty deaf children. If normal training in Chicago in connection with the public day-schools for the deaf were established, it would doubtless be very desirable to have one full graded school for the deaf for the observation and practice of normal students.

The normal training of oral teachers of the deaf in Chicago is at present carried on in connection with the McCowen school for young deaf children. The Milwaukee school for the deaf is, I believe, the only one in which there is a thoroughly organized normal training department for oral teachers of the deaf, affording the best advantages for observation and practice including manual training and a kindergarten. Should normal training classes be established in cities like Detroit and Cleveland, it would doubtless be desirable for that purpose to so far central-

ize as to furnish a full graded school for the benefit of normal students who ought to have the advantages of observation and practice.

When the ideal conditions for dealing with and educating the deaf can be realized, the principle of decentralization can and should be thoroughly carried out to the end that every deaf child shall have the benefit of being taught the oral system by a thoroughly qualified teacher who shall keep that child in constant association with hearing and speaking children, and that the child shall never see another deaf person, and that he shall always be treated precisely as if he were a hearing child in the hearing world.

Through this ideal method of dealing with and educating the deaf, and under the guidance of that noblest of benefactors of the deaf, Dr. Alexander Graham Bell, we are now tending to the day-schools and oral method of educating the deaf, which is the latest and most hopeful development of this beneficent movement of which Dr. Bell is the leader and most distinguished representative.

However such a movement may seem to conflict with the personal interests of teachers of the deaf in institutions and with the vested rights of institutions, I am sure that the better sense and sympathies of all will sanction these advances of humane endeavor. Could this policy be carried out it would give employment to many more teachers of the deaf. Unfortunately, however, the tendency to institutionalism which has become a fixed habit of thought and life, is so strong that many institution teachers of the deaf are in opposition more or less to the change which the principles and policy of decentralization advocated by Dr. Bell would bring about respecting the education of the deaf:

ROBERT C. SPENCER.

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My long connection with the Chicago Day-Schools as founder and as Principal and Superintendent, may enable me to say a few words that may let in light on the question raised in the April number of the REVIEW, namely, is the *central* plan, or the *district* plan the better, for city day-schools?

At first, and for a number of years, "The Chicago Day-School," was conducted on the central plan. Opening with but three pupils, the school increased in number till we had in time, a classification that was quite an advantage to the pupils, and a relief to one teacher. This went along till I secured a donation of \$15,000 from the State Legislature; which set a sort of precedence for successive biennial donations of \$15,000. We had quite a time as to what was best to do with the first appropriation, i. e., go on with the central school plan or rent a house in the central part of the city and open as "a boarding school"; or establish "the district-plan." This latter was finally settled on as the best, all things considered.

So I went to work hunting up pupils, and wherever I found some five to six new pupils, I reported the names and location to the Board. The Board would then order its business manager to see if there was any vacant room in the nearest city school house. If not, to rent a vacant store. This went on till in a year or so we had five district schools, and one "central advanced class." Since I left there, district schools have increased till they now number ten. The "eleven" include Miss McCowen's private school, I believe. If not, then there are eleven.

In a city like Chicago you cannot very well have one central school for the whole city, for these reasons: 1st, the central part of the city is too crowded with people and teams, and thus it is too risky for deaf children under 12 years of age; 2nd, rent is too high on ground and second floors, and suitable places are too hard to find; 3rd, no school house in the central part of a large city can spare more than one room, if that, and that one likely to be in the *basement*—even on this district plan in outside schools, we could only get basement rooms, and often not these, and had to rent a vacant store; 4th, unless a city is very limited in extent, it will be entirely too risky sending small deaf children so far from home in a busy locality; 5th, the average attendance with the district plan is better than with the central plan. This is important. Though not the parent, I have often been nervous and uneasy over the little ones in

coming and going while we were following the central plan. Parents often told me of their uneasiness. Many objected to sending their children to school on this account.

In a district school for the deaf, you must guard against the teacher having too many pupils or divisions in the class. From the start I contended that *five* to *seven* were pupils enough for a day-school teacher. But the School Board, especially incoming new members, would protest that this was "too small" and "too expensive." One of my teachers had as many as twenty-two pupils! Where is the teacher who can do justice to that many ungraded day school pupils? The schools often ran from 12 to 15 pupils. Whenever these large classes do not come fully up to expectation, the School Board, and not the teachers, are apt to be the ones to blame.

Some years ago I had the idea and advocated it, that the best way is to make the city day-schools something of a primary—subsidiary schools to the state schools, where the day-school pupils could go by and by and get a better class education, and be older and better able to take care of themselves, and also not get too much weaned from home and its influence. This same idea, or something like it, the Superintendent of the Ohio Institution, at Columbus, is advocating, so I understand.

PHILIP A. EMERY.

# THE DAY-SCHOOLS OF WISCONSIN—COMMUNICA- TION FROM PRESIDENT SPENCER, OF THE PHONOLOGICAL INSTITUTE.

WISCONSIN PHONOLOGICAL INSTITUTE: A PHILANTHROPIC  
SOCIETY TO PROMOTE THE TEACHING OF  
SPEECH TO THE DEAF.

MILWAUKEE, WIS., April 28, 1900.

TO DR. ALEXANDER GRAHAM BELL, PRESIDENT OF THE  
AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF  
SPEECH TO THE DEAF.

*My Dear Dr. Bell:*—The following is a list of the public day-  
schools for the deaf in Wisconsin, with their present enrollment  
of pupils and teachers :

Appleton,.....	6	pupils,.....	1 teacher
Ashland,.....	10	" .....	1 teacher
Black River Falls,.....	6	" .....	1 teacher
Eau Claire,.....	12	" .....	2 teachers
Fond du Lac,.....	6	" .....	1 teacher
Green Bay,.....	12	" .....	2 teachers
La Crosse,.....	12	" .....	2 teachers
Manitowoc,.....	5	" .....	1 teacher
Marinette,.....	7	" .....	1 teacher
Milwaukee,.....	55	" .....	10 teachers
Neillsville,.....	7	" .....	1 teacher
Oshkosh,.....	10	" .....	2 teachers
Sheboygan,.....	6	" .....	1 teacher
Sparta,.....	7	" .....	1 teacher
Wausau,.....	7	" .....	1 teacher
West Superior,.....	12	" .....	2 teachers
Total,		180 pupils,	30 teachers

Making an average of 6 pupils to 1 teacher.

At the state school for the deaf at Delavan, there is an en-  
rollment of 175 pupils, and 24 teachers—5 in the manual depart-  
ment, 10 in the oral, 1 in the art, 2 in the physical training and 6  
in the industrial department. At the Catholic school for the deaf  
at St. Francis, there is an enrollment of about 60 pupils from

Wisconsin and other states. I do not know the number of teachers in this school. In the normal department of the Milwaukee school for the deaf, there are 6 students who will be graduated at the end of June.

All of the day-schools for the deaf in Wisconsin are taught by the pure oral or German method. The state school for the deaf at Delavan uses the combined method, but more than half of the pupils are taught orally. The Catholic school for the deaf at St. Francis is taught by the combined method, in which signs and the manual alphabet predominate. The Milwaukee school for the deaf has a manual training department. It is the mother of all the other day-schools for the deaf in Wisconsin, and its normal department has furnished teachers for all of these schools, besides some for other states.

The growth of the public day-schools for the deaf in Wisconsin, and the decline in attendance of the state school for the deaf at Delavan, show a strong sentiment in favor of day-schools, indicating that the day-schools will ultimately supersede in great measure, if not entirely, the state school, which will probably be converted ultimately into a state normal school for manual training teachers, to supply the schools of the state with specially qualified teachers along these lines. It has become apparent that all, or nearly all, of the children of the state can be better educated in the public day-schools for the deaf by the oral method, than in the institution at Delavan, which is one of the very best of its kind and is most thoroughly and conscientiously conducted.

By the last report the per capita cost of educating the deaf in the state school at Delavan was \$316 per annum. The per capita cost of educating the deaf in the public day-schools in Wisconsin, for nine months' instruction, is \$150 per annum. Were the 355 pupils now enrolled in the state school for the deaf and in public day-schools for the deaf, educated by the day-school plan at the per capita cost of \$300 per annum, the total cost to the state (not including buildings, repairs and improvements) would be \$106,500. By the day-school plan the cost to the state would be \$43,200, making a difference in expense of \$60,000. From every point of view, educational, domestic, social,

economic, and financial, the Wisconsin system of public day-schools for the deaf is not only eminently successful, but is proving far superior in every respect to the institution plan of educating the deaf, with the exception of the advantages for manual training at the state school at Delavan, which are most excellent. These, however, are more than counterbalanced by other and more important advantages of the day-schools—home life for deaf children and constant association with hearing and speaking children of their own age, and other benefits which arise from the normal relations of every day life in the communities of which they are members.

Should you prefer to do so, you may publish the foregoing statement over my signature, arranging and omitting as you deem best for the particular use which you wish to make of it. It is possible that the figures given as to the enrollment of pupils and teachers employed, are not strictly correct, but they are approximately so. I am quite certain that the enrollment for the public day-schools for the deaf at the present time is fully equal to that of the state school at Delavan. The number of teachers for the public day-schools for the deaf, given above, is exactly 30.

Sincerely yours,

ROBERT C. SPENCER,

*President of the Wisconsin Phonological Institute.*



# HISTORICAL NOTES

## CONCERNING THE TEACHING OF SPEECH TO THE DEAF.<sup>1</sup>

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### CHAPTER IV.

#### THE BEGINNINGS OF INSTRUCTION IN AMERICA.

The First American School—Col. Wm. Bolling and John Braidwood—Bolling's first letter to Braidwood—Braidwood's Advertisement of his proposed Baltimore School—Bolling's Letter of August 9, 1812—Letter of August 22, 1812—Letter of 1841 (first extract)—The Bolling Hall School—Letter to the Marshal of Virginia—Letter of 1841 (second extract)—Braidwood's Advertisement of his proposed School at Cobbs, Va.

The efforts of Dr. William Thornton in 1793, and of Francis Green from 1803 to 1805, did not bear immediate fruits in the establishment of schools for the deaf in the United States; but the agitation of the subject prepared the ground, and soon afterwards several independent and successful attempts were made in different parts of America.

The first schools arose from the efforts of the Rev. John Stanford and his assistant, in New York; Col. William Bolling and John Braidwood, Jr., in Virginia; and Dr. Mason F. Cogswell and the Rev. Thomas Hopkins Gallaudet, in Connecticut.

#### FIRST AMERICAN SCHOOL.

In 1807 the attention of the Rev. John Stanford was directed to the lamentable condition of some deaf children he found in the New York Almshouse, and soon afterwards, with the aid of an assistant, he attempted to give them instruction.

Although the pupils were not taught speech, this Almshouse class is worthy of notice here because it constituted the first school for the deaf ever opened in America.

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<sup>1</sup>By Alexander Graham Bell. For Chapters I, II, and III, see ASSOCIATION REVIEW, February and April numbers.—Ed.]

It did not last long, but the Rev. John Stanford retained his interest in the deaf and subsequently became one of the founders of the New York Institution. We shall have more to say about the Stanford school when we come to investigate the beginnings of the New York Institution.

COL. WM. BOLLING AND JOHN BRAIDWOOD.

Col. Wm. Bolling (b. 1777, d. 1845), of Bolling Hall, in Goochland County, Virginia, had from his boyhood been interested in the deaf, because his brothers John<sup>1</sup> and Thomas, and his sister Mary were deaf from birth; and in 1799 his interest was still further increased by the discovery that his own son, William Albert, was also deaf from birth.

The question of this boy's education soon became to him a perplexing problem. There was no school for the deaf in America; and the most feasible plan seemed to be to send him to the Braidwood School in England. Col. Bolling, however, was averse to entrusting his deaf child to the care of strangers in crossing the Atlantic, and parental affection pleaded for delay: so he delayed—and delayed—and in 1809 another deaf child appeared in his family, his little daughter Mary.

This, of course, increased his anxiety; and we may imagine with what pleasure and interest he received in March, 1812, a letter from his friend, Hon. James Pleasants,<sup>2</sup> Member of Congress from his District in Virginia, communicating the intelligence that John Braidwood, an accomplished teacher of the Deaf and Dumb, and grandson of the celebrated Thomas Braidwood of Edinburgh, was in America.

Col. Bolling at once set himself in communication with Braidwood, and the following is a copy of his first letter:

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<sup>1</sup>See Appendix D.—A. G. B.

<sup>2</sup>For Col. Bolling's reply to this letter see Appendix E. Col. Bolling preserved copies of his correspondence, in some cases at least; and these copies are now in the possession of a descendant in Virginia. Through the agency of Mr. Peter Miller, Deputy Clerk of Goochland Co. Court-House, the Volta Bureau has secured copies of the letter to Mr. Pleasants (Appendix E), Bolling's first letter to Braidwood, the letter of August 9, 1812, the letter of August 22, 1812, and the letter to the Marshal of Virginia March 20, 1813. These letters are here printed for the first time.—A. G. B.

## BOLLING'S FIRST LETTER TO BRAIDWOOD.

"Bolling Hall, March 17, 1812.<sup>1</sup>

Sir:

Under cover of a Letter from Mr. James Pleasants, Jr. I received yesterday yours of the 5th inst. announcing your arrival in this country with the view of establishing an institution for the instruction of the deaf and dumb. The unfortunate situation of my son has been the cause of much anxious solicitude and many disagreeable reflections in my mind. The want of some friend with whom he had been in the habit of associating and who would feel disposed to go with him to a foreign country, added to the meek and affectionate disposition he possesses, have deterred me from a separation which would have been so distressing to all parties. These obstacles to his Education are I trust removed by your arrival. I invite you therefore to my House for the purpose of communicating with each other more fully than can be done by Letter, on an affair which is to me of so much importance. It may not perhaps be disagreeable to you to spend some time in a private Family previous to the necessary arrangements you will have to make for a permanent establishment, towards the accomplishment of which the deep interest I feel on the subject will ensure to you every aid in my power. To my Friend Mr. Pleasants I refer you for any information you may wish to have respecting my situation in life &c. who has kindly offered to facilitate any communications between us, and should you determine to visit me, I will with much pleasure meet you in Richmond, prepared to conduct you to my house, at any time after the 25th of next month until that period my engagements are such that I might probably not have it in my power to do so. My brother Thomas and Sister Mary are living at present with my mother at Cobbs, about 50 miles distant from me, they were in good health when I heard from

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<sup>1</sup>The Volta Bureau copy of this letter, and of the letter to Mr. Pleasants, Member of Congress (Appendix E), are dated "March 17, 1811" instead of 1812. Mr. Pleasants was not elected to Congress until November, 1811; and the letter to the Marshal of Virginia shows that Mr. Braidwood came to America in February, 1812. All other sources of information give the year of Braidwood's arrival as 1812. I conclude, therefore, that the year 1811 was a mistake of the copyist: either the original copy preserved by Col. Bolling is in error, or the copy made for the Volta Bureau.—A. G. B.

them last and no doubt will be overjoyed at the possibility of seeing you. Your letter to my sister shall be forwarded by the first conveyance.

I am Respectfully

Yr. Obt. St.

W. BOLLING.

Mr. John Braidwood,  
Washington City,  
Care of J. Pleasants, Jr., Esq."

In response to this letter Braidwood visited Col. Bolling in May, 1812, and explained to him his plans. He proposed, he said, to open an Institution for the Deaf and Dumb in Baltimore, Md., similar to the one established in Edinburgh by his grandfather and father (Messrs. Thos. and John Braidwood); and he secured the promise of William Albert Bolling as a pupil. He undoubtedly had a full talk with the boy's parents concerning his education, and advised them what they could do at home to promote his instruction pending the opening of the proposed school—probably urging upon them the importance of making him "write daily."<sup>1</sup>

Col. Bolling accompanied him as far as Richmond on his return from Bolling Hall, and parted from him with the understanding that Braidwood would write to him from time to time to let him know how his plans were progressing, and notify him when to bring his son to Baltimore.

By June, 1812, Braidwood's plans had so far matured that he advertised for pupils, in the *Richmond Enquirer*, *The Argus*, and probably in other papers—stating that his school would open on the first of July.

The following is one of his advertisements:

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<sup>1</sup>See conclusion of Letter of August 9, 1812.—A. G. B.

BRAIDWOOD'S ADVERTISEMENT OF HIS PROPOSED  
BALTIMORE SCHOOL.

"*INSTITUTION* for the *Deaf and Dumb* and for *Removing Impediments in Speech*. Mr. J. Braidwood has the honor to acquaint the public that in consequence of repeated applications from persons of the highest respectability, many of whom had visited the Institution for the education of the Deaf and Dumb, originally established at Edinburgh in 1760, by the late Messrs. Thomas and John Braidwood, and since carried on by their descendants in the vicinity of London. He visits this country with a view to establish a similar Institution in the United States; calculated to restore to society an unfortunate class of our fellow-creatures, who from being deprived of the Education they are so capable of receiving, are excluded from the knowledge of everything except the immediate objects of sense.

Children who have been born Deaf, or those who have lost their hearing by accident or disease are taught to speak and read distinctly, to write and understand accurately the principles of Language; they are also instructed in Arithmetic, Geography with the use of the Globes, and every branch of Education that may be necessary to qualify them for any situation in life. Those put under Mr. Braidwood's tuition for the removal of Impediments in speech are at the same time instructed in every part of Education & Science that may be required.

Mr. Braidwood having made arrangements with several families who have Children requiring his instructions intends commencing an Institution in the city of Baltimore, on the first of July next. Those therefore who may wish further information are requested to address him in that City.

May 29.

3t."

From the *Richmond Enquirer*, June 2, 1812.

Col. Bolling had expected to place his son with Braidwood in the Baltimore School as soon as the arrangements for its opening had been completed; but, not hearing from Braidwood by the first of July—the advertised date of opening—he became somewhat anxious about the matter. Day after day

passed, and still no word from Braidwood; and so, on the ninth of August, Col. Bolling sent him the following letter:

BOLLING'S LETTER OF AUGUST 9, 1812.

Bolling Hall, 9th August, 1812.

Dear Sir:

I have with much anxiety been expecting a letter from you for two months past, have sent regularly to the Post-Office, but have not been favored with a line since our separation in Richmond. I was informed by Mr. Pleasants since his return from Congress that you have been in Washington some short time previous to its adjournment and mentioned your wish to write me thro' him, but said he did not receive any letter to forward. I had made all necessary arrangements to have carried my son to Baltimore at the time appointed, and seeing your advertisement appear in the Virginia Argus late in June in which the same time was mentioned as the probable period of your commencement I made no doubt I should hear particularly from you. Being disappointed in this expectation I of course, declined leaving home until I should. I have intended for some time to make the present communication to inquire what your prospects and intentions are respecting the commencement of your institution, but have delayed it under the continued hope that the *next* mail would bring me a letter. I hope when this gets to hand you will write me fully on the subject. Albert and myself have just returned from a visit to his grandmother, with which he was much pleased. He continues to write daily and improves considerably. My family are all well and join me in sincere wishes for your health and prosperity.

Yours respectfully,

W. BOLLING.

Mr. John Braidwood,  
Baltimore.

To this note Col. Bolling received no answer; but on August 20, a letter arrived from Braidwood written *from the New York jail!*—the contents of which may be inferred from the Colonel's reply:

## LETTER OF AUGUST 22, 1812.

"Bolling Hall, August 22nd, 1812.

My dear Sir:

Your letter from New York has filled me with astonishment and concern. It refers to two others, the one from Baltimore and the other from Philadelphia, in which you made a tender of your services as a private tutor in my family to my son and other children. Neither of these letters have ever been received by me, and all the distressful occurrences which have since happened to you has been the consequence of their failure: But, why, dear Sir, did you wait for an answer to such a proposal, or why think it necessary to write at all? Had you returned here, instead of taking your unfortunate trip to the north you would have been most joyfully and gratefully received and all your subsequent sufferings avoided.

I will now suggest to you the plan which I think most advisable for your relief. Write immediately to the person to whom the debt for which you are confined, is due (whose name or address you did not communicate to me) and inform him that I will meet him or his agent with you at any appointed time in Richmond prepared to discharge it. If he should doubt my responsibility let him refer me to any correspondent he may have in Richmond and I will thro' that correspondent give him every necessary assurance. This appears to me to be the only plan I can adopt for your relief. The uncertainty of our Post Offices are such that I cannot risk remitting the money and the situation of my family and affairs at this time precludes my going in person so great a distance from them. I only got home yesterday from a trip of near a fortnight to Cobbs, where I was suddenly and unexpectedly called to visit my mother who has been most dangerously ill, but I thank God was on the recovery when I left her to return to my family. Your letter had gotten to hand the day before and I found my wife in great distress on your account.

I will by the next mail forward a duplicate of this in case it should miscarry and shall anxiously await your further communications in the hope that the arrangements I have suggested may meet the approbation of all

the parties concerned. Nothing could be more congenial to our feelings than to have you fixed here as a member of our family from whom we should calculate such advantages to our children from your professional attendance, and every effort on our part would be exerted to relieve your mind from its present depression.

Believe me most sincerely your friend,

W. BOLLING.

Mr. J. Braidwood,  
New York.

Further details concerning the events that led up to Braidwood's incarceration in the New York jail are contained in a communication from Col. William Bolling to the Rev. Joseph D. Tyler, written from Bolling Hall on the 10th of December, 1841, and published in the *Southern Churchman* on Friday, March 18, 1842, Vol. VIII, No. 8.<sup>1</sup>

In this communication Col. Bolling says:

LETTER OF 1841 (FIRST EXTRACT).

"In the Spring of 1812, John Braidwood (grandson of my brother's preceptor) arrived in the city of Washington. The late Gov. Pleasants of this County, then a Member of the House of Representatives from this District, knowing the situation of my family, immediately informed me thereof; by my solicitation, Braidwood visited me in the month of May in this year. His plan was to rent a suitable house in Baltimore, hire servants, and procure every necessary to board all his pupils. War having been declared by the United States against Great Britain, he was thereby, as he said, cut off from receiving remittances from London (the fact was he had no funds) that several gentlemen in Philadelphia and Baltimore had engaged scholars to him (which was not a fact) and each had promised to advance him \$600, to enable him to establish his institution. I accompanied him to Richmond on his return, and placed that sum in his hands, with the understanding when we parted, that his institution would open on the 1st July following; and that in the

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<sup>1</sup>Files of the *Southern Churchman* may be found in the Library of the Theological Seminary, in Alexandria, Va.—A. G. B.



meantime he would write me every week or ten days. I heard nothing from him till the month of October<sup>1</sup> following when I received a letter from him, dated in the jail of New York.

"He had associated himself in Richmond, with a young Englishman, recently arrived, who imposed himself on the public as the son of a nobleman. They went on together to Washington, Baltimore, Philadelphia, &c., moving in high style, until the whole of my money was squandered—had gotten in debt—Braidwood fled to New York, where he was pursued, arrested for debt, and committed to jail. In this miserable situation he applied to me for relief. *He* said he was arrested for that *nobleman's* debt, for which he was in no wise liable, yet before he could be released it would be necessary for me to establish a credit in some responsible house there, for the sum of \$400. to discharge the judgment, should one be obtained against him, and that \$200 more would be required to pay his jail fees, and defray his expenses to my house—which, if I would do, he would return, take charge of my son, and remain with me until I should be compensated for those advances.

"Contrary to the advice and opinion of all my friends, I determined to make one more effort to obtain his services—negotiated the credit as required, and remitted the money to him. Judgment was recovered against him and the money paid—but he complied with his promise—returned in November<sup>2</sup> (1812), took charge of my son, was faithful and diligent; exhibiting unequivocal evidence of his qualifications in his profession," &c.

We must remember that the letter from which the above has been quoted, was written nearly thirty years after the events narrated. The sequence of events is probably correct; but comparison with more nearly contemporaneous documents reveals the fact that there are errors of date. For example: Col. Bolling's note of August 22, 1812, is proof that Braidwood's letter from the New York jail was received in August, not "October," 1812; and a letter to the Marshal of Virginia, March

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<sup>1</sup>"August," see letter of August 22, 1812.—A. G. B.

<sup>2</sup>"October," see Letter to the Marshal of Virginia.—A. G. B.

20, 1813, shows that Braidwood commenced his labors at Bolling Hall in October, 1812, not "November."

#### THE BOLLING HALL SCHOOL.

(Oct., 1812, to Feb. 15, 1815.)

In October, 1812, John Braidwood took up his residence in Bolling Hall, Goochland Co., Va., where he became private tutor to the Bolling family.

Among his pupils were William Albert Bolling (deaf and dumb) then thirteen years of age, Mary Bolling (deaf and dumb) about three years of age, and their hearing sister and brother, Anne Meade and Thomas.

Thus was established, at Bolling Hall, a little private family-school for the children of Col. Bolling, in charge of Mr. Braidwood.

Col. Bolling seems to have been much pleased with the progress made by his son, William Albert; and, in March, 1813, made application to the Marshal of Virginia to permit John Braidwood though a subject of the king of England, to remain at his house, and continue the instruction of his deaf son.

The following is the full text of this letter:

#### LETTER TO THE MARSHAL OF VIRGINIA.

Bolling Hall, March 20, 1813.

Sir:—

Mr. John Braidwood, a subject of the King of England, is at this time residing with me. His profession is that of a teacher of the deaf and dumb, and having a son in that unfortunate situation, he is and has been since October last pursuing his professional avocations as private tutor in my family. He arrived in the U. States in the Month of February, 1812, and it was his first intention to have commenced a public school for teaching the Deaf-and-Dumb to speak, in Baltimore. The declaration of war and other intervening circumstances induced him to alter that intention and to remain with me for some years. In conformity with the requisitions of our Government he reported himself to the Marshal of Maryland during his residence in Baltimore and until

lately I was uncertain whether it was necessary he should report himself again. He, however, went to Richmond a few weeks since and applied for that purpose repeatedly at your office without finding it open. At length he saw your Deputy in the Farmers Bank who told him he might at any convenient time do it by letter, which he has done this day. This communication, therefore, is made in compliance with your request in the Enquirer of the 16th inst.

Mr. Braidwood was personally acquainted with Col. Monroe, now Secretary of State, during his Embassy to London, and since in Washington City where he spent the greater part of the winter of his arrival, from whom and the President he received every assurance of safety in his remaining here—as they no doubt considered his Instructions might be of the utmost importance to many unfortunate beings who otherwise would be doomed to a life of Ignorance, Idleness, and Misery. I trust, therefore, there will be no occasion for removing him from my house where my unfortunate son is making rapid progress in his education. He is a gentleman of liberal education and sentiments, and not in the smallest degree inclined to have any interference in the events of the present times. Could I think there was any possibility of his being an injury in any respect to my country now engaged in a just and necessary conflict with his, no private consideration could prevent my saying so, but being entirely convinced of the contrary, I trust there will be no objection to his remaining here.

Being personally unknown to you, I would beg leave to refer you to Mr. William Robertson the Clerk of the Council who might give you some further particulars that might be satisfactory to you on this subject. Mr. Ryland Randolph, Mr. Rutherford, and many other citizens of Richmond are likewise well acquainted with me.

I am very respectfully,

Yr. Obt. Servt.

W. BOLLING.

Andrew Moore, Esq.,  
Marshal of Virginia,  
Richmond.

It is obvious that this application was successful, and that Braidwood was permitted to remain; for the Bolling Hall School continued in existence as a family school for two and a half years, when the applications for admission from parents of deaf children, and other circumstances, led to its removal to Cobbs, Va., and its conversion into a public institution for the education of the deaf and dumb.

In his letter of 1841, from which quotations have already been made, Col. Bolling says:

LETTER OF 1841 (SECOND EXTRACT).

Braidwood (in October 1812) "took charge of my son, was faithful and diligent; exhibiting unequivocal evidence of his qualifications in his profession, and admitted my son's extraordinary capacity to receive instruction, whose progress was truly gratifying, until the following summer, when being in command of the troop of cavalry of this county, I was ordered to Norfolk, where I remained six months in military service: From this time he began to relax, and on my return had almost abandoned his duties. Aware of my dependence on him I forbore to remonstrate, hoping, as was the case for some time, that my presence would produce an amendment in his conduct. My mother died during my absence,<sup>1</sup> and I became possessed of Cobbs, the old family mansion. This was a large, convenient, comfortable building, in every respect suitable for an Institution in the line of his profession. It not being convenient to me to convert my own residence into a boarding house, and not being disposed to discriminate, I had refused *all* applications for pupils, which was painful to one like myself who could so fully sympathize with parents who had children similarly unfortunate as my son. Braidwood being an alien, and Cobbs situated on the Tide Water, I obtained permission from Mr. Monroe, then Secretary of State, for him to reside there. I gave him possession of the house, its furniture, servants, stocked nearly as my mother had left them. Here he expressed, and I thought felt, unbounded

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<sup>1</sup>"November, 1813." Authority: an entry made in a scrap book by William Albert Bolling, her grandson.—A. G. B.

gratitude to me, for placing him in a situation to make his own fortune, and render incalculable benefit to many unfortunate Deaf-Mutes." &c.

BRAIDWOOD'S ADVERTISEMENT OF HIS PROPOSED  
SCHOOL AT COBBS, VA.

The following advertisement announcing that Braidwood's Institution "will commence at Cobbs, near Petersburg, Va., on the first of March next," is copied from the *Richmond Enquirer* of February 15, 1815:<sup>1</sup>

BRAIDWOOD'S INSTITUTION  
For the Education of the Deaf and Dumb  
And for removing

IMPEDIMENTS IN SPEECH.

Children who have been born deaf, or those who have lost their hearing by accident of disease, are taught to Speak and Read distinctly, to write, and understand accurately the principles of Language—they are also instructed in Arithmetic, Geography and the use of the Globes, and every branch of Education necessary to render them useful and intelligent members of society.

Those attending the Institution for the removal of Impediments in Speech, are instructed in such parts of Education and Science, as do not immediately interfere with the objects of their attendance.

The Public are respectfully informed that the above Institution will commence at Cobbs, near Petersburg, Va. on the first of March next, under the tuition of Mr. J. Braidwood, a descendant of the late Messrs. Thos. and John Braidwood, of Edinburgh, & London, the inventors and successful patrons of an art which is calculated to render the most unfortunate class of our fellow creatures happy—useful and intelligent members of the community.

The mansion-House at Cobbs is very commodious, and possesses every desirable requisite for the establishment—the situation and vicinity are remarkably healthy.

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<sup>1</sup>It also appeared in the *Richmond Enquirer* of Feb. 11, 1815.—A. G. B.

Information as to the terms of the Institution are to be obtained till the 15th Feb. by letter addressed to Mr. Braidwood, at Capt. Wm. Bolling's, Goochland, Va., after which date applications may be made at the Institution, where Mr. Braidwood will then have taken up his residence, preparatory to its commencement.

Feb. 11.

3t.

*(To be continued.)*

## APPENDIX D.

JOHN BOLLING (B. 1761, D. 1783).

John Bolling, the first American deaf-mute to receive an education (see REVIEW for Feb., p. 36), died three months after his return home from school, so that we know very little concerning his attainments. The following entry relating to him, is found in the scrap-books of his deaf nephew, William Albert Bolling, repeated several times:

"Mr. John Bolling was deaf and dumb, he was extremely sensible he understood Geography, Arithmetic, Globe—he has a good sense and fine Education from Scotland. and he staid only three months with his parents Betty and Thomas Bolling of Cobbs in Chesterfield Co. Va."

The following letters written by John Bolling when he was a boy in school in Scotland, were published in the *Silent World*, July 15, 1873, Vol. III, p. 4, in an article signed "T" (Rev. Job Turner). From the article it appears that the originals of these letters were then (1873) in the writer's possession:

## LETTER OF 1771.

My dear Mamma:

I am very well, and very happy, because I can speak, and read. my Uncle and Aunt are very kind to me, they give me many fine things. I hope this will find you all well.

I am, my dear mamma,

Your most loving son,

JOHN BOLLING.

St. Leonards, 26th November, 1771.

## LETTER OF 1775.

"My dear Mamma: Your kind letter made me very happy, as I had got none for a Long Time. I was wishing very much to know how yourself, my good Papa, Brothers, Sisters, and all friends were. I wrote often. I was very sorry to be told by your kind Letter that my Uncle Gay is so bad in health. I am very sorry that my Sister Polly has met with such a Misfortune, but hope she will soon get the better of it, and retain the use of her Leg, so as to be able to come over here with my dear Brother Tom. I will be very kind to them, and do them all the service I can, I have been long expecting to see them, and shall be glad how soon they come. I am obliged to Mr. McKenize for his good report of me. I thank you kindly for the care you are pleased to say that is taken of my mare & colts. Pray give my love to my Uncle and Aunt Buchanan, and tell them, I always remember their kindness, and shall always be glad to hear of their welfare. I am much obliged to you for the Ruffles you sent me, and desire my best thanks to Miss Deans, for the trouble she took in sewing and hemming them so prettily for me. I had no need of them to make me think of you, as I often think with pleasure, of the happiness I shall enjoy with you all when I come home. I have had no Letter from Mrs. Hyndman since she went to Bath, but I expect one soon. Mr. Brisbain and Mr. Lindsay have not called for me yet. I wrote to my Papa the day before I received your Letter. Please give my duty to my dear Papa, love to my Brothers & Sisters and kind Compliments to all friends. Mrs. and the two Misses Braidwood and all friends desire their kind Compliments.

I am learning to draw and my Master says I do very well.

I am, dear mamma your most loving son,

JOHN BOLLING.

St. Leonards, 2nd March, 1775.

Mrs. Bolling,

At Cobbs, Virginia."

## APPENDIX E.

BOLLING'S LETTER TO HON. JAMES PLEASANTS, M.C.

"Bolling Hall, March 17, 1812.<sup>1</sup>

My dear Sir:

I received yesterday your letter of the 5th Inst. with its enclosures & hasten to express my thanks for the friendly recollection you have had of me on a subject in which I feel an anxious solicitude. My letter to Mr. Braidwood herewith you will please forward as soon as convenient. I have pressed him to come to my house, at least until he can make the necessary arrangements for his permanent establishment & have referred him to you for such information as he may wish respecting my situation in life. Your Letter being handed me at Court, it was perused by several of your friends whom I knew would be pleased to hear from you. Dr. Vaughan, Wm. Henry and others. The latter mentioned to me a near relative of his, who is unfortunately in the same situation as my son. I asked him if I might mention him to Mr. Braidwood, he said I might mention the fact to him, but that altho' he believed his connections would be very desirous that he should be taught, yet as he had served an apprenticeship to a trade, he could not speak with any certainty on the subject. I have therefore not said anything to Mr. Braidwood concerning him, thinking it best, as you were acquainted with the person & his connections, that in the event of his coming here you could speak to him on the subject.....

W. BOLLING.

To James Pleasants, Jr., Esq."

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<sup>1</sup>The Volta Bureau copy says "1811"; but Mr. Pleasants was not elected to Congress until November, 1811, and it is certain that the letter was written March 17, 1812. See foot-note to "Bolling's First Letter to Braidwood."—A. G. B.



## REVIEWS.

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### MR. HAVSTAD'S REPORT.

That portion of the Report of Mr. Lars A. Havstad to the Norwegian government, covering his observations upon the British schools which he visited, is given below. Other portions of this Report giving general observations and conclusions, with impressions of American schools visited, were published in the February and April numbers of the REVIEW.

#### BRITISH SCHOOLS FOR THE DEAF.

Before giving an account of the various British schools which I visited I must make a few introductory remarks.

The time which has elapsed since the law of 1893 [in Scotland, of 1891] took effect is so short that the full results have not yet been reached. Thus, for instance, not all parents, nor even all authorities, have been brought to a full understanding of the fact that attendance at school is compulsory for all deaf children as well as for the normally endowed children; and I was informed that associations of the deaf or individual deaf who took an interest in the matter had in many places to use considerable efforts to induce the School boards to use their authority and compel the children to attend school.

Owing to the circumstance that the reform movement is still in its infancy, most of the English schools are quite old fashioned in their arrangement. Although most of the buildings are large, spacious and on the whole suitably furnished, it has only in some instances been possible to abandon the old custom of having several classes in one and the same room, which is particularly prejudicial to instruction in speech.

The most serious difficulty in the way of good instruction, and which has been handed down as an heirloom from by gone days, is the low salary paid to teachers, which renders it exceedingly difficult to obtain suitable teachers. Strong efforts, however, are made to improve the salaries, and there are indications that a better era is about to dawn.

1. *The Liverpool School*, Mr. Coward, Head-master.—This school has ten classes, three of which used the hand alphabet exclusively, whilst the others employed the speech-method. The school building is rather old fashioned. Here, as in most of the English schools, there are more classes than class-rooms, so that several classes had to share one large

hall, an arrangement which is not found in any American school, even in those schools where the old sign method is employed. The inconvenience of this arrangement, however, is fully recognized in England, and efforts are being made to remedy this condition of affairs.

When I visited this school 16 years ago, instruction in speech was given only to those scholars who on entering the school were found to have preserved some remnants of speech. It must, therefore, be said that after all there has been a marked change for the better. The number of scholars is about 90.

2. *Training College*, 11 Fitzroy Square, London.—This school, which is under the management of Mr. William Van Praagh (one of the first who, about the middle of the sixties, introduced the speech method into England from Holland), is at the same time a common school for the deaf with speech instruction pure and simple, and a training school for teachers of the deaf. Another seminary of the same character is located at Ealing, a small town west of London. Mr. Van Praagh spoke in a hopeful manner regarding the future of the speech-method in England. He was most decidedly opposed to having any of the deaf children instructed according to the manual method and likewise to deaf-mute societies—social and mutual benefit associations among the deaf. I found the scholars well advanced, but the method employed differed very little from that employed in the continental and Scandinavian schools.

3. *The Jews' Deaf Home*, 61 Nightingale Lane, Wandsworth Common, London.—This fine school numbers about 30 scholars. Mr. Kutner, the Director, told me that his principle was tolerance as regards all other methods, but that personally he was decidedly in favor of the speech method for all scholars.

Here, as everywhere where lip-reading had reached a high degree of perfection, it was apparent that this reading is not near as reliable as the reading from writing or even from the hand alphabet. But it is maintained that the ability to speak is of such importance that some unreliability in reading could well be taken into the bargain. Only comparatively few persons will be able to maintain intercourse with deaf people by means of the hand alphabet. The scholars of this school made a very favorable impression as regards their intelligence, all shades of intellectual development being well represented.

4. *Mr. S. Schoentheil's private school*, 38 St. Marks Road, Notting Hill.—Mr. Schoentheil showed me an exceedingly dull scholar and stated that this very class of scholars derived a special benefit from being instructed by means of speech. As the school had but very few scholars, he was enabled to devote special attention to dull scholars.

5. *Asylum for Deaf and Dumb*, Margate.—This school, whose Superintendent is Dr. Richard Elliott, is the oldest [founded in 1792] and also the largest [350 scholars] in England. Originally it was located in Old

Kent Road, London [Southwark], but was about 25 years ago moved to Margate at the entrance to the British Channel. One division of the school is still in Old Kent Road. This division is principally intended for new scholars, about 50, who are here subjected to an examination, the result of which decides whether they shall take the speech course or the manual course. The course on an average occupies six years. I consider it a great drawback in the otherwise well furnished and well arranged Margate School, that several classes have no rooms to themselves but must share a room with other classes. The building was erected at a time when it could not be foreseen that the speech method would be the one employed in the majority of cases.

The Margate School has 20 speech classes and 4 manual classes. Dr. Elliott told me that about 10 per cent. of the scholars could not derive sufficient benefit from speech instruction to employ speech as a means of imparting instruction to them. He was anxious, however, that the speech which had been acquired during the trial year should be preserved and developed as far as possible. I asked him whether deaf children did not consider it a misfortune to be placed in the manual division; and he replied that this certainly was the case. I also convinced myself from personal observation that the children who were in the manual division considered themselves as less favored than those in the speech division. Such a strong sentiment as regards the inferiority of the manual system cannot arise in schools where—as in many of the large American schools—the scholars are instructed in speech as an extra, and where all are allowed to use the hand alphabet and signs.

In Margate the scholars in both divisions were instructed according to a strictly defined method, but outside the class-room much tolerance is shown with regard to the use of signs in the intercourse of the scholars among themselves.

I had the pleasure of seeing the scholars engaged in an exceedingly interesting sport; and it was evident to what a high degree exercises and games in the open air develop the energy and strength of the children.

I had a conversation with the Superintendent of the London Board Schools concerning these schools. He stated that he had eliminated about 12 per cent. of the scholars as backward, and had them instructed principally in the hand alphabet and in writing, care being taken, however, to preserve what speech they might have acquired. He thought that about one-half of these scholars [therefore about 6 per cent. of the entire number] could not possibly derive any benefit from instruction according to the speech-method. Arrangements were about to be made that scholars might enter the school at the age of five, the two youngest classes being united in a kindergarten class. Thereby the entire course of instruction would extend over 11 years, whilst at present it is—in accordance with requirements of the law—9 years [from the age of 7 to 16.]

I see from the "British Deaf Monthly" for August, 1899, that the "London County Councils Technical Education Board" has granted stipends for a technical education to two deaf scholars from the Board Schools. The Monthly above referred to considers this a small but a good beginning.

From the July, 1899, number of the same monthly I see that negotiations had been opened between the School Board and the Education Department of the Government, looking to the establishment of a school for 40 backward children. The Department made the condition that this school should be located outside of London. This number [40] seems to correspond with the number [about 6 per cent. of the total number] of scholars who are not considered fit for speech instruction.

5. *Leicester Board School for Deaf Children.*—I paid a visit to this school, which is one of the oldest municipal schools in England—and which during the 15 years of its existence has employed the speech-method—for the special reason that I had been informed that the deaf at Leicester had another manner of talking to each other than the other deaf children in Great Britain. In this school, which numbers about 40 scholars, [Leicester is a city with a population of about 200,000], the speech-method pure and simple is employed exclusively, whilst the most backward children are principally instructed by means of writing.

In meeting about 30 of the grown deaf of Leicester, I found that their manner of conversing among themselves somewhat resembled that employed with us. They conversed with each other orally, accompanying the words by gestures. There was this difference, however, that all along considerable use was made of the hand alphabet, a natural consequence of the circumstance that these deaf are mixed with elements from other parts of the country, who use the common language of deaf-mutes.

7. *The Glasgow Institution.*—This school which is beautifully located at Langside, a short distance outside the city, and which in its large and elegant buildings affords ample room for its 150 scholars, unfortunately closed for the vacation on the very day I arrived in Glasgow. I learned, however, that the vast majority of the scholars now receive instruction in speech, whilst 16 years ago the manual method was employed. The arrangements of the school are said to be very much like those of the Liverpool School. The buildings are well furnished, and amply supplied with all the necessary material. It possesses, amongst the rest, two swimming basins, one for boys and one for girls. As far as my observation reached, each class had its own room.

8. *The Edinburgh Institution*, Henderson Row.—This school, which numbers 70 scholars, has an old fashioned building, but some years ago a gymnasium for athletic exercises was added with a large swimming basin in the lower story. As the final examination was in progress at

the time of my visit, I saw but little of the instruction in the class-rooms. The method resembles that employed in the American schools which have preserved the leading ideas of the original method. All the scholars learn the hand alphabet [signs are permitted, but are not used during instruction], and those who show a talent for speech are instructed in speech. The speech-instruction was far more developed than at the time when I visited the school in 1883. Here, as in many other schools in England and Scotland, the girls were taught cooking.

8. *Donaldson's Hospital*, Edinburgh.—By a "hospital" there is understood in Edinburgh, a benevolent institution such as what we would call a "hospitium." Donaldson's Hospital whose building in the Tudor style is certainly one of the most magnificent possessed by any institution of the kind in Europe or America, and which is one of the finest buildings in the city of Edinburgh,—and this is saying a good deal—is a sort of Children's Home on a large scale for 300 children, 200 normally endowed and 100 deaf. The two divisions are instructed separately, but outside the class-rooms mingle freely with each other, in the workshops, the dining rooms and the play grounds. All the scholars wear the same kind of clothes. This arrangement has been in existence for 40 years, and as the method of instruction in the division for the deaf children was originally the manual method, it is said that this school has contributed a great deal towards the spread of the knowledge of the hand alphabet in Scotland. When I visited Donaldson's Hospital 16 years ago, the speech-method had not yet been introduced. At the present time, all children who evince some aptness for speech are instructed by means of the speech-method.

At the schools in England and Scotland instruction in trades is very rarely given, but a good deal of attention is paid in the younger classes to work with card board, and in some cases scholars are taught to model in clay. Instruction in drawing plays a more important part in England than in most of the other European schools, as judgment is passed on the work of the scholars by a Commission annually sent out by the South Kensington Museum for the purpose of keeping some sort of servillance over the teaching of drawing in the public schools and other similar schools. Only in America I have seen the teaching of drawing carried still further, even as far as painting in water colors and in oil. It is certain, however, that the English scholars reached the same degree of proficiency as the American scholars of the same age.

The reason for not giving instruction in various trades, is that the scholars are supposed to be too young [15 to 16 years of age] when they leave the school. The conditions in America are of course very different, as in that country the scholars are, as a rule, 4 to 5 years older when they leave the school.

**Report of the American School at Hartford for the Deaf—  
1899.**

This Report is for the period covering the 82d and 83d years of the school's existence. The oldest school for the deaf in America, and one of the best, its report is always interesting, particularly to those familiar with the history of the school from its beginning.

Mr. Archibald A. Welch, in his Report as Clerk of the Board, refers to the death of three of the Directors, one after a service of thirty-five years, another of thirty-nine years, and the third of forty-two years. Of the new building now under construction Mr. Welch says :

"The question of a change of site for the school and the erection of new buildings has occupied the attention of the directors for many months, and a careful study of the situation has resulted in the decision to remain on its present historic site. The erection of a new building with all the modern requirements for instruction has been decided upon, and plans are already drawn for such building, which will be devoted to the primary and oral departments exclusively. The old school buildings will be renovated and instructors and pupils furnished with more room and conveniences."

The Principal, Dr. Job Williams, notes an increase in the attendance of the school and refers to it as "a gratifying evidence of the confidence of the community, of its appreciation of the good work the school is doing for its children, and of its approval of its methods of instruction." Of the methods employed in the school, Dr. Williams says:

"Our methods of instruction, thoroughly eclectic, are constantly being modified and improved by such changes as experience shows to be of advantage to the pupils, retaining such means as have been proved positively helpful and endeavoring to cut off everything proved harmful or lacking in positive elements of good. In the schools for the deaf, as in all schools for the hearing, very great variety in native ability will be found, and the wise teacher will adapt his methods of instruction to the capacity of the pupils with whom he has to deal. But whatever the method, or the combination of methods used, the two objects to be kept constantly in mind are the greatest mental development of which each child is capable, and a ready

command of the English language, spelled and written in all cases and, where practicable, spoken. The exercises of our school rooms are conducted in the main in the English language."

With reference to the teaching of speech in the school, and the extent to which in his opinion such teaching may be profitably carried, Dr. Williams continues:

"The teaching of speech has made great progress throughout the country in the last twenty years, and it has come to be universally recognized that a large percentage of the deaf can acquire a very useful amount of speech and lip-reading, and a smaller percentage can attain to ease and fluency in both. As only by experiment can it be determined who will succeed and who not, every child entering our school is given a thorough trial in the learning of speech, and all are continued under this instruction, until inability to profit by it is apparent. Those failing to progress in speech are then taught under methods by which they can profit.

"To say that a child cannot acquire ready speech does not necessarily imply that he is lacking in mental capacity. It is merely saying that that is not the direction in which success lies for him. Some very bright pupils in other respects prove failures in speech and lip-reading, because they lack the peculiar quickness of eye and the power of imitation necessary for success. On the other hand, there are pupils possessing these requisites, but having very moderate mental ability, who succeed in acquiring this unnatural art. The capability of every child should be ascertained, and he should be given all the speech that he can acquire and use, but it is not wise to keep a child at a task on which he is foredoomed to failure. It is far better for him both mentally and morally to devote his time and to apply his talents in lines where he can succeed.

"In a late report of the Pennsylvania Institution for the Deaf and Dumb, the Superintendent, Dr. A. L. E. Crouter, one of the most prominent educators of the deaf in this country, and a very pronounced advocate of pure oralism, gives it as his mature opinion that there will always be a certain percentage of the deaf who may better be taught by manual methods, and quotes as an exact expression of his opinion from the Joint Standing Committee on Humane Institutions to the General Assembly of Connecticut in 1897 as follows: 'It would be natural to conclude that deaf children of varying degrees of intelligence and aptitude for instruction, and differing in physical conditions and experience, would require for their best educational development dif-

ferent methods of instruction, or different combinations of methods. The soundness of this conclusion is confirmed by the concurrent testimony of all experts who are not blinded by local or financial prejudices.'

"During the past two years we have not only kept up thorough instruction in speech and lip-reading as special branches of instruction, but have had one class all of whose exercises have been conducted orally. Under both forms of instruction the progress has been gratifying."

The Report gives the following interesting account of the school career of the deaf-blind boy, Albert Nolen. Those who have seen this boy and know to what he has attained, can not but feel that the Hartford school has accomplished a noble work in his education.

"Albert Nolen, our deaf-blind pupil, who had been a very interesting member of our school since 1886, finished his school course with the close of the school year in June, 1897. Born deaf, and having lost sight when five years old through brain fever, he came to us at the age of twelve years without any knowledge of words, and with only such ideas as, gained through the sense of sight before he lost it, had not faded from his mind in the seven years of darkness through which he had groped, and ideas gained through the sense of touch. The first steps in his education and the opening of communication between his imprisoned mind and the world about him were undertaken and accomplished by Miss Kate C. Camp. With tact and unfailing patience and perseverance she succeeded in awakening his dormant faculties, and from that time he was eager to learn. After three months Miss Camp resigned and was succeeded by Miss Flora L. Noyes, a graduate of our school, who remained with him to the end of his school course. The warm sympathy of the teacher with her pupil and the intimate relation between them—almost like one soul in two bodies—was something beautiful to see.

"Considering all the obstacles in Albert's path he made remarkable progress. His ability to understand and to use the English language surpassed that of a majority of the congenitally deaf possessing sight. He delighted in the study of geography and history, and the practical affairs of the world at large. He took an interest in everything that was transpiring in the world and was always eager for information. His weakest point was mathematics. There his mind worked slowly. He had a good memory and, shut out from the world as he was by



his blindness, he meditated much on what he had learned. One seldom saw him by himself for any length of time without seeing him talking over to himself through finger spelling the information he had acquired.

"In disposition Albert was generally contented and cheerful, but at times a sense of his affliction came over him and made him very unhappy and rebellious at his lot. Generally a calm talk and a reminder of his Heavenly Father's love would bring him to a better state of feeling, and then he would long for translation to that world where every tongue will be loosed and every ear unstopped."

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**Forty-second Annual Report of the Columbia Institution for the Deaf and Dumb, Washington, D. C., to the Secretary of the Interior.**

This is the annual Report of Gallaudet College as well as of Kendall School, the two together being legally known as the Columbia Institution for the Deaf and Dumb. Of the work covered by the school and the College, President Gallaudet says: "The range of mental development covered by the prescribed courses of study in our school and college is believed to be greater than can be found in any other educational establishment in the world, for we receive into our school children seven years of age, who have no basis of verbal language whatever, and carry them forward through a graded course until they are prepared to enter college, and then through a regular course in the higher branches until they have earned the right to be graduated as bachelors of arts or of science." This continuous course of study covers a period of from thirteen to fifteen years, of which approximately ten are spent in the primary school and five in the college. The methods of instruction and the several aids employed are set forth as follows: "Instruction in speech and speech reading is given to all pupils and students who show ability to attain a reasonable degree of success therewith, and a considerable amount of teaching is carried on orally with those pupils whose power of understanding the movement of the lips is sufficient therefor. The manual alphabet is much used in conducting recitations, and the sign language is resorted to mostly for public lectures, or for

explanation in the class room, when the resort to words spelled, written, or spoken is unsuccessful."

The full course of study as pursued in the Kendall school and in Gallaudet College is given. The college course embraces the usual studies of a college, including, in modern languages, English, French, and German, and in ancient languages, Latin and Greek; in mathematics, Algebra, Geometry, Trigonometry, and Mechanics; in natural science, Chemistry, Physics, Astronomy, Botany, Zoology, Geology and Mineralogy, and Physical Geography; in history, Ancient, Mediaeval, and Modern; in philosophy and political science, Logic, Mental Science, Modern Philosophy, Evidences of Christianity, Political Economy, International Law, and Aesthetics.

A prominent feature of the college for a number of years has been the post-graduate normal course, through which a large number of well-educated young men and women have entered upon the work of the instruction of the deaf with the advantages its training has given them. The course is one year in length and the students who take it must be able to hear and speak, as they are all trained to make use of the oral method in teaching the deaf. The Report gives the normal course pursued in detail as follows:

"All members of the normal class not already familiar with the natural language of the deaf receive daily instruction throughout the year in the language of signs. The origin and meaning of signs are explained, and the students are required to use them in telling stories, in giving lectures, and in conducting chapel exercises.

"The use of manual spelling is also taught, great care being taken that correct habits of forming letters are learned. The students receive much daily practice in the use of spelling and signs through their intercourse with the students of the college. For a reference book, Denison's Manual Alphabet in the Public Schools is used.

"Lectures are given on acoustics and the general laws of sound; also on the formation, use, and defects of the vocal organs. The mechanism of the ear is explained, and the causes of deafness inquired into. These lectures are illustrated by means of charts, casts, and experiments, and are supplemented by reading.

"Arnold's Teachers' Manual is used as a reference book and text-book; also Dr. Hewson's articles on the throat and ear, published in the reports of the first and second summer meetings of the American Association to Promote the Teaching of Speech to the Deaf.

"Daily instruction is given in the first term in the formation and production of the elements of speech. This is accompanied by practical illustrations and the use of casts and charts. Visible speech is taught thoroughly. Daily class-room observation and practice is required for the first two terms. Each student carries on the training in speech and speech-reading of several of the college students throughout the year with the advice of the articulation teachers. Graduates of this department will be found prepared to teach speech and to make use of the oral method when required. The text-books used are Bell's Visible Speech in Twelve Lessons, Bell's Lectures on Phonetics, and Arnold's Teachers' Manual.

"During the second term lectures on pedagogy are given by members of the college faculty. These are supplemented by readings in Joseph Payne's Lectures on the Science and Art of Pedagogy, and Page on Teaching.

"Lectures on auricular training are given in the second term, together with practical work with a number of semi-deaf pupils.

"Special work in language teaching for all grades is given to the class under the supervision of the teachers of the Kendall School. The use of action work, toys, pictures, stories, journals, current events, etc., in teaching language, is explained. Students prepare lessons in language, geography, and American history and give them to the classes under the directions of the teachers. The five-slate system of teaching language is studied.

"Reference books used are F. D. Clarke's First Year Work, Second Year Work, etc., in connection with Miss Sweet's First Lessons in English; also the American Annals of the Deaf, in which the students are required to read the many valuable articles on language teaching.

"Lectures on number work are given, together with practice in teaching arithmetic in the different grades. The number work in F. D. Clarke's articles on the education of the deaf, now appearing in the Annals of the Deaf, is also carefully studied.

"The young men of the class are required to give lectures and to conduct chapel exercises during the third term in the language of signs, and are thus fitted to take up immediately on graduation a most important and indispensable part of the education of the deaf.

"Reading is required on the history of the education of the deaf. Arnold's Teachers' Manual, Vol. I, is used as a text-book. Students are encouraged to make use of the Baker library, belonging to the college, which contains about 600 rare and valuable books dealing with the education of the deaf from the earliest times. The duplicate of this library is not to be found anywhere in our country. It contains the works of Bonet, de l'Epee, Amman, Holder, Sicard, Bulwer, Heinicke, and many others who have made their names famous in connection with the education of the deaf.

"A thesis is required at the end of each term. Last year the subjects of the theses were, 'The History of the Teaching of Speech to the Deaf,' 'Occupations Most Suitable for the Deaf,' and 'The Advantages and Disadvantages of the Pure Oral Method of Teaching the Deaf.'

"In addition to these regular lectures and courses, lectures are given from time to time by members of the college faculty on various topics connected with the welfare of the deaf. The members of the normal class also have the privileges of the college library, the students' reading room, and the students' literary society. During the year they are able to come continually into contact with the deaf students and pupils, and to become thoroughly acquainted with them. Thus they acquire a personal interest and an enthusiasm in the welfare of the class whom they are to instruct, which is the foundation of all successful teaching."

The remainder of the Report is formal in its references to courses of lectures by the professors, to presentation day exercises, and to financial matters. The resignation of Professor Chickering from the college faculty is referred to with regret.

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#### **Annal Report upon the Ontario Institution for the Deaf and Dumb, Belleville, Ontario, 1898-99.**

The Superintendent of this Institution, Mr. Robert Mathison, takes occasion upon the completion of this his twentieth year in his present office, to review the period of his incumbency with reference to the changes that have been made and the growth that has taken place. As all the changes and growth have been in the line of improvement, he justly takes pride in the history that he records. After narrating the changes of a material character that have been effected, Mr. Mathison goes on to say:

"But were our success to be measured solely by such external evidences of material advancement we would have little cause for gratulation. We must be judged by much more rigid criticism than this, and our success gauged by higher standards. This is an educational Institution; it is with intellects, and hearts, and souls that we have to deal, and while it is our duty to look carefully after that physical comfort and health of our pupils, it is in the cultivation of the mind and morals of the children sent here that our great work lies. It has been our aim to keep fully abreast of the times, to carefully consider ideas and thoughts for the advancement of the deaf throughout the world, to try and select and utilize that which the test of experience has proved to be of value, and we modestly claim that a considerable measure of success has attended our efforts. Our Institution is admittedly on a par with some of the best schools for the deaf in the world, so far as our methods of instruction, the devotion and ability of our teachers, and the excellence of the work accomplished within a given time are concerned. There are schools for the deaf in the United States which are more highly favored than we are, with means, buildings, appliances, and a fourteen years' course of study, who are doing better work than we are doing in Ontario. This should not be the case, but it is quite true nevertheless, and I merely state the fact. As I have pointed out in former reports we are hampered here by two adverse circumstances—which can be remedied—the *excessive number of pupils in our classes and the brevity of our school term*. In none of the better of American Schools are more than fourteen pupils allowed in a class, in many of them twelve, and in some ten is the limit. In our Institution most of our teachers have twenty, and sometimes more, a number which in view of the necessarily individual character of our teaching, is discouragingly excessive. In nearly all the American institutions the school term is at least ten years, in many it is twelve, in some fourteen, and in at least one or two fifteen years. Our term is but seven years, during which time we are expected to take a child who does not know a solitary word of the English language, or his own name, furnish him with the means of acquiring knowledge, take him through our graded course of instruction and finally turn him out mentally equipped for holding his own with hearing children whose education begins in infancy and is continuous thereafter, whose schooling extends over a period of from ten to twelve years or more, and who begins his course in the possession of a copious vocabulary and a freedom of expression such as can be acquired by the deaf child only by years of hard work in the class-room.

Notwithstanding the short term of instruction—seven years—the school has succeeded quite uniformly in training its pupils up to the best grades of respected and useful citizenship, and sending them into the world well equipped to fight its battles manfully and successfully. Mr. Mathison takes special pride in the graduates he has sent out, and in this connection says:

“The best and surest gauge of success of any school is the degree of prosperity enjoyed by the graduates after they have left school, and the estimation in which they are held by their neighbors and friends. During the past twenty years over 900 pupils have gone out from this Institution. I have been able to keep in close touch with nearly every one of them, and am pretty thoroughly acquainted with their condition in life and their social status. It is with feeling of pleasure and gratitude that I am able to say that the subsequent careers of our graduates have been such as to reflect honor on our Institution. . . . . All of them, with few exceptions are earning an honorable and sufficient livelihood; most of them have happy homes, and nearly all are happy, contented, law-abiding citizens, and enjoy, as they merit, the confidence and esteem of their fellows. What would have been the condition of these deaf people but for the training and education they received at this Institution it is useless to conjecture, though not difficult to imagine. What they are now we know, and in the success achieved by them is found abundant justification for the provision made for their education and instruction by the Province.”

The literary examiner, Mr. F. Burrows, an officer of the government, makes an interesting report of the results of his inspection. Space permits quoting only what he says of the speech teaching in this Institution:

“I was glad to find that increased facilities had been afforded for oral teaching, as I am assured that a very large percentage of deaf mutes can be taught to speak and to read from the lips. Dumbness, as is well known, is the result of deafness, which has prevented the child from learning to articulate in the ordinary way through the medium of hearing, the vocal organs remaining in a normal condition. The results witnessed in the articulation classes, under their excellent teachers, were extremely gratifying and encouraging. Sixty pupils are receiving the advantages of this instruction, and it is hoped that before

long many more will be found in these classes. The staff of teachers in this department should be largely increased, as the time devoted to each class must necessarily be too limited, even with the number now under instruction."

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**Annual Report of the Board of Directors of the Pennsylvania Institution for the Deaf and Dumb for the year 1898-99.**

The Annual Report of the Pennsylvania Institution is always an interesting and valuable document, and the present Report is fully up to the usual standard. The President, Mr. Emlen Hutchinson, gives a review of the financial operations of the Institution for the year, finding that \$142,277.44 has been expended for maintenance, or \$285.70 per capita, there being an average attendance of 498 pupils. This is a reduction in cost as compared with the preceding year, made possible through exercise of economy in management. The State grants but \$250 per pupil for support, and it is shown that this sum is \$35.70 *below the actual cost of maintenance*. The total deficiency occasioned by the excess of per capita expense over income is \$17,468.74. This is some \$10,000 less than the deficiency of the previous year, but as the President says, it is still too large to be met by subscriptions, donations, or income. The last Legislature increased the per capita allowance by \$10—raising the allowance from \$240 to the present amount; but as is above shown, the allowance is still short of the actual expenditure.

Speaking of the manner of purchasing supplies and the extent to which the labor of pupils is utilized, the President says:

"Our supplies are bought in the cheapest markets. Competitive bids are solicited for every article which can be most advantageously obtained by that method. Purchases are made wholesale and in bulk, if possible, rather than retail. The labor of the pupils is utilized where it can be economically employed without interfering with their studies and yet result in some material saving. All the repair work on our buildings throughout the term, was done by the boys of the class in masonry and

plastering, assisted by those of the class in carpentering. The tailoring class made all the uniforms, the shoemaking class all the boots and shoes, the class in printing published our annual report and attended to all the incidental printing of the Institution, and the girls of the sewing class, not only did the ordinary sewing needed by the pupils but also made up all of the girls' clothing, their uniforms and gymnasium suits."

A careful system of accounting is maintained to which the following reference is made:

"According to the Regulations of the Institution, all articles purchased are placed at once in the custody of the Steward, and all articles manufactured are delivered to him weekly. He is responsible for their safe keeping, and hands them out only upon written requisition, stating the purpose for which they are needed, and to verify his book entries, an account of stock is taken from time to time, whenever ordered by the Directors."

To provide against the occasional cutting off of the city water supply an artificial lake has been constructed on the grounds with a capacity of 150,000 gallons. This lake or reservoir is kept full by the ordinary supply from the city, and the water will be pumped therefrom for the use of the Institution as occasion may require. The reservoir is so constructed as to be an ornament to the grounds in Summer and a safe skating surface for the pupils in Winter.

The Report of the Superintendent, Dr. A. L. E. Crouter, to the Board, presents interesting details as to population and attendance. Of the 56 new pupils admitted during the year, 14 are reported as born deaf, 33 as made deaf by sickness, and 9 as made deaf by causes "unknown." The Superintendent thinks it highly probable that the children of the latter class were all born deaf. This would make the number born deaf 23, or about 40 per cent. of the entire number. Of the 56 new pupils, 32 were under eight years of age; and the average age was nine.

Considerable deafness is reported as existing in the families from which the new pupils were received:

"Two of them have deaf parents, and deaf brothers and sisters; one has three deaf sisters and one deaf brother, but hearing parents; one has a deaf brother and a deaf uncle; one has two deaf brothers and one deaf sister (parents were related); one has two deaf sisters; and one has one deaf brother. Of the



fifty-six families sending children to us the past year, two have six deaf members, two have five deaf members, two have three deaf members, two have two deaf members, and the others one each. There seems to be more deafness in the families having deaf parents than in the families having hearing parents. This is not always the case. If not unfrequently happens that the children of deaf parents all hear and speak."

Referring to the feeble-minded deaf and the provision that should be made for them, the Superintendent says:

"Among last year's applicants, there were several cases, five in all, who were so mentally deficient that they could not be retained as pupils of the school and were returned to their homes. The number of such cases seems to be increasing each year. And while it may not be proper—it is certainly unwise—to attempt their instruction in the ordinary school for the deaf, there should be some provision made for their training. In some parts of Europe, notably in Sweden and Denmark, such children are separately taught with good results, and it is greatly to be hoped that the day is not far distant when a separate school will be established in this State for the maintenance and instruction of all deaf children of feeble intellect. With them might very properly be instructed the hearing mutes, and certain very low grades (not properly feeble-minded) of deaf-mutes."

With a view to promoting the efficiency of the industrial department, the period of instruction of certain pupils in the trades has been extended. "Hereafter, the pupils of the Advanced Department will pass three hours daily under instruction in trade-learning instead of two hours as heretofore. This arrangement will extend the time of such pupils by one-third, and it is believed will result in a corresponding increase in trade-learning on the part of the pupils so favored. Their progress ought to be one-third greater, their work one-third better."

A number of appointments, the result of changes in the administrative department, are noted, among them that of Miss Hess to take the newly created position of Chief Matron, that of Mr. Baily to take the position of Principal of the Industrial Department made vacant by the resignation of Mr. Walker, and that of Miss Bliss to take the Principalship of the Intermediate Department made vacant by the resignation of Mr. Booth. Of Miss Bliss the Report says:

"Miss Bliss, appointed to succeed Mr. Booth in the important position of Principal of the Intermediate Department, is well fitted by education and experience for the task before her. She began the work of teaching the deaf in 1882 as instructor in the Oral Branch of the Institution at Eleventh and Clinton Streets, and has remained in the service of the Institution ever since, a period of seventeen years. Miss Bliss has had much experience in every grade of the work, primary, intermediate, and advanced. Her reputation as a teacher of speech is unsurpassed. She possesses large executive ability, is a good disciplinarian, and is in full sympathy with her work. Well-educated, refined, energetic, and industrious, the success of her administration is assured."

Coming to the subject of methods, Dr. Crouter does not hesitate to give the most emphatic testimony in favor of the present methods of the Institution. His many years experience as a teacher by manual methods, and his later many years experience as the responsible head of a school that has by gradual stages finally reached the point where ninety per cent. of its pupils are taught by purely oral methods, make him a most competent authority upon all methods of educating the deaf, and give, moreover, to his conclusions unusual weight and force from the fact that they have been reached by a man who has tried all methods and now holds fast to that method which he has found good. Upon this question of school methods, Dr. Crouter says:

"The methods of the school remain unchanged. The great majority of our pupils are now orally taught, fully ninety per cent.; the remainder are manually taught. As time progresses, and my knowledge of the oral system widens, my convictions concerning its possibilities as a means of teaching the deaf grow more confirmed. After fifteen years' experience I am convinced that where a deaf child cannot be educated by the application of proper oral methods it is useless to hope for any marked success under any method. It is true there are comparative failures under the oral system, it is also true that there are comparative failures under the manual system. Both are alike to be regretted but they do not disprove the merits of the system pursued in either case. With us, the great question is, may a deaf child under oral methods be taught to speak in such manner as to make himself understood and at the same time be so far instructed as to

make of him an intelligent member of the community in which he lives? This question has been so fully and repeatedly answered in the affirmative that it remains no longer with us a matter of doubtful speculation or discussion, it has become, an assured fact. We, therefore, as a school, believe in oral methods, teach by oral methods, practice oral methods, and daily see our pupils advancing under our system of instruction. We give our pupils a good English education, teach them to speak and read the lips, and prepare them for lives of usefulness and honor, and in so doing believe we are best discharging our full duty toward the deaf children committed to our care and instruction. Meanwhile manual classes are maintained for the small number, now less than ten per cent., who are not so instructed."

The several Principals of Departments in their Reports to the Superintendent, give interesting details of the work under their charge. There are also Reports from the attending Physician, the Laryngologist and Otologist, the Oculist, and the Dentist. This institution is one of a very few which employ salaried physicians to give regular attendance, and systematic treatment for all the physical necessities of their pupils. The Institution Physician makes daily calls at the school, and he reports 306 cases of sickness requiring his attention during the year. The Laryngologist and Otologist and the Oculist call twice a week. The Oculist reports 104 cases of treatment. The Dentist spends one day in the week at the Institution, and reports 987 distinct operations during the term.

The Report is printed in the Institution printing office, by the same boys and with the same appliances employed in the printing of the ASSOCIATION REVIEW. The table-work and half-tone printing are most creditable specimens of work, the one of type setting and the other of press work; indeed they could scarcely be surpassed in excellence in a regular city office. The book is in every way a credit to the industrial department and is a fair index of what the school is doing in all the branches of industry that make up its manual training curriculum.

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**American Annals of the Deaf, April, 1900, Washington.**

The April Annals gives the following table of contents:  
"The Plans Prepared for the New Building of the Mississippi

Institution"; "Memory Training and the Teaching of Language," E. S. Tillinghast; "The Theory of Educational Sloyd," Peter N. Peterson; "The Study Hour," Thomas S. McAloney; "The First Year in History," G. M. Beattie; "Report of a Visit to the United States and the British Isles," Lars A. Havstad; "Deaf Children and Hearing Children," Alice J. Mott; "An Analysis of the Schools and Instructors of the Deaf in the United States," Edward P. Clarke; "The Question of Salary," Harris Taylor; "The International Congress of 1900," Edward M. Gallaudet; "The Conference of Superintendents and Principals of 1900," Job Williams; "Enoch Lewis Faucher," Thatcher M. Adams; School Items; Miscellaneous.

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**General Review of Deaf-Mute Instruction,** (*Revue Generale de l'enseignement des Sourds-muets*.) Paris; February, March, 1900.

February: "Discipline in the School," by Andre; "Questions of Methods," by H. Raymond; "Some Views as Regards Methods," by Rene Durignau; Miscellaneous information; Bibliography; Reviews of periodicals.

Mr. Raymond in his article upon "Questions of Methods," takes occasion to pass criticism upon the pure speech method as practiced in European schools. It would seem that the change of method in the schools following and conforming to the edict of the Milan Congress, was so complete and radical that not only was the sign-language discarded as a means of instruction, but even writing was tabooed or relegated to a subordinate place and use in the school work, leaving thus to speech and lip-reading practically the whole burden of instruction. Mr. Raymond noting the fact that this "pure speech method" has latterly been made the subject of criticism in a number of foreign Reviews, goes on to say that it appears that many teachers have lost the blind faith of the early days as regards this method; difficulties which at times proved insurmountable and, in many cases, the poor results, have raised doubts and produced discouragements among the very persons who in the beginning appeared most thoroughly convinced of the excellence of the

new method. They frankly acknowledge that not all deaf persons can acquire an intelligible speech, and that speech and lip-reading are not by themselves sufficient as methods of instruction.

Mr. Raymond contends that the main object of all instruction of the deaf is after all their intellectual development through a knowledge of their mother tongue. The essential point is this, that a deaf person should understand what is said to him and be able to express his thoughts, and it is immaterial whether this should be done by speech or writing. This object can be attained only by a judicious use of all the methods suggested by practice; and these methods are: speech, writing, lip-reading, and natural mimics.

Mr. Raymond by no means advocates a return to the old mimic language, with its grammatical signs and its peculiar syntax, as it has been handed down by the successors of the Abbe de l'Epee and the Abbe Sicard. But between this complicated language, with which but few people in our day are acquainted, and the suppression of all signs and gestures, there must be some middle way, the necessity for which is apparent to all who have occupied themselves with this question.

Mr. Raymond says in conclusion: "The pure speech-method, which proscribes all gestures and scarcely tolerates writing, must be considered an error. This unnatural method has caused too much disappointment to be any longer followed exclusively in our schools. Therefore, let us have no more of the pure speech method: the *speech method, without any qualification, is sufficient for us.*"

Mr. Rene Durignau in his article, "Some Views as Regards Methods" does not deal with the general methods of instruction, but with the special methods employed in teaching the deaf their mother-tongue. He condemns the practice followed in many French schools of preparing a long list of words, and distributing them more or less arbitrarily throughout the years composing the course of study. The proper way is to follow a method comprising a logical series of graded exercises, brief affirmative or negative propositions, short stories, etc., followed by ex-

ercises suited to firmly grounding the forms which have been acquired, and to teach their correct use. Such a method, supported by object lessons, cannot fail to yield good results.

March: "Notes on the subtle art of lip-reading," by A. Legrand; "Essential characteristics of natural instruction in the mother tongue," by B. Thollon. Necrology; Miscellaneous information; Reviews of Books and Periodicals.

Mr. Thollon, in his article above referred to, reaches the following conclusions:

1. The first necessity is, that the child should understand and make itself understood. When in the company of the mother, the child hears and invariably uses forms of speech which the circumstances of life render immediately useful.

2. The child should study the language among the scenes of real life, where practical use is made of words.

3. There seems to be no regularity in the acquisition of language by a normally endowed child. But this is only apparent. In reality, language is acquired by following an elementary but rigorous logical course.

4. Three periods may be distinguished in the acquisition of linguistic knowledge, viz.: perception; intellectual digestion; and finally the putting of the knowledge to practical use, which might be termed "incubation."

5. Language becomes the interpreter of the mental individuality of the child, as it gradually assumes shape.

6. The mother teaches her child the vocabulary, word by word; and the child gradually discovers the special meaning of each word, and finally the principal rules of syntax.

### **Scandinavian Journal of Deaf-mute Instruction** (Nordisk

Tidskrift for Dofstumskolan,) Vol. II, Nos. 2 and 3, Goteborg. Edited conjointly by Mr. H. Keller of Nyborg, Denmark, Mr. I. A. Fjortoft of Christiana, Norway, and Mr. F. Nordin, of Venersborg, Sweden.

No. 3: "The present situation," by A. F. Nystrom; Extract from Mr. L. A. Havstad's Report on his visit to the United States, [concluded,] by I. A. Fjortoft; "Chalk-drawing in Deaf-mute Schools," by P. Petersen; "As regards a new Swedish Journal for the Deaf," by F. Bech; Miscellaneous information.

Mr. Nystrom, in his article on the "present situation" in

Germany, the Scandinavian Countries and France, shows briefly the unsettled condition of affairs, as regards the instruction of the deaf, and the conflict between old and new methods, with a strong tendency in all these countries in favor of the speech-method. In France, the birthplace of the old method, great hopes are entertained that the question of methods will in some way be definitely settled by the International Congress of Teachers of the Deaf, to be held in Paris during the month of August, 1900, in connection with the Universal Exposition.

In his article "Chalk-drawing in schools for the deaf," Mr. P. Petersen strongly recommends such exercises, as apt to awaken ideas and to urge the scholars to express their ideas by speech. The teacher, e. g., says: "I will now draw a cow," but instead of that he draws a fish. The pupils are anxious to protest against this as an imposition, and are eager to use whatever power of speech they possess to correct the teacher. "That is a fish, and not a cow!" they say as well as they can. "A cow should have four legs and horns!" The teacher now adds these and, at the suggestions of the pupils, adds to and alters the drawing until the fish has been changed to a cow.

Among the miscellaneous information there is a short extract from Dr. Brahn's "German Medical Weekly," combating the tendency so prevalent in our days to overwork the pupils. According to his ideas, the hours of instruction for children under nine years of age should in no case occupy more than 25 minutes each; between the ages of nine and twelve, 30 to 35 minutes; and for older scholars, 40 to 50 minutes. Two to three hours' instruction a day is enough for children below the age of nine. Three to four hours for children between the ages of nine and twelve; whilst the maximum for older scholars should be five hours a day. No instruction whatever should be given in the afternoon.

No. 3. "A Jubilee. The Institution for Deaf-mutes at Schleswig, 1799-1899," by H. Keller; "Education of male and female teachers for the Deaf," by C. Johanson; The Paris Congress; Miscellaneous information; A word from the Editor.

The well known institution for the Deaf at Schleswig was

originally founded and aided by the Danish Government; and after the war of 1864 between Germany and Denmark, was turned over to the Prussian Government with the two conquered provinces of Schleswig and Holstein.

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**The Education of the Deaf, (L'Educazione dei Sordomuti,)**

Vol. X, part 10, Siena, Italy, April, 1900.

"Variations in the sensibility of the deaf in relation to age and sex," by Dr. C. Ferrai; "Regarding Signor Arenot," by P. Fornari; "The speech method and its application," by G. Morbidi; Reviews of Books and Periodicals; Miscellaneous information.

Dr. C. Ferrai, in his article, gives the results of experiments made with pupils between the ages of 10 and 19, an equal number of boys and girls, not only as regards the sense of hearing, but also as regards the senses of touch, taste, sight, and smell.

Mr. G. Morbidi very briefly discusses the two great methods of instruction, principally as applied to deaf children which are not possessed of any very high degree of intelligence. Mr. Morbidi sums up his conclusions by saying: "That these children acquire the faculty of speaking more or less perfectly, is a fact proved by the experience of almost twenty years; but that this aim would not have been reached, if another method had been employed, is a fact which still remains to be proved."

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The following publications received are held for review in a future issue:

Report of the Maryland School for the Deaf and Dumb; Report of the New York Institution for the Deaf and Dumb; Helen Keller Souvenir, No. 2; Report of the Rhode Island Institute for the Deaf; Report of the Fredericton, N. B., Institution for the Deaf and Dumb; Report of the South Australian Institution for the Blind and Deaf and Dumb; Report of the South Australian Deaf and Dumb Mission.



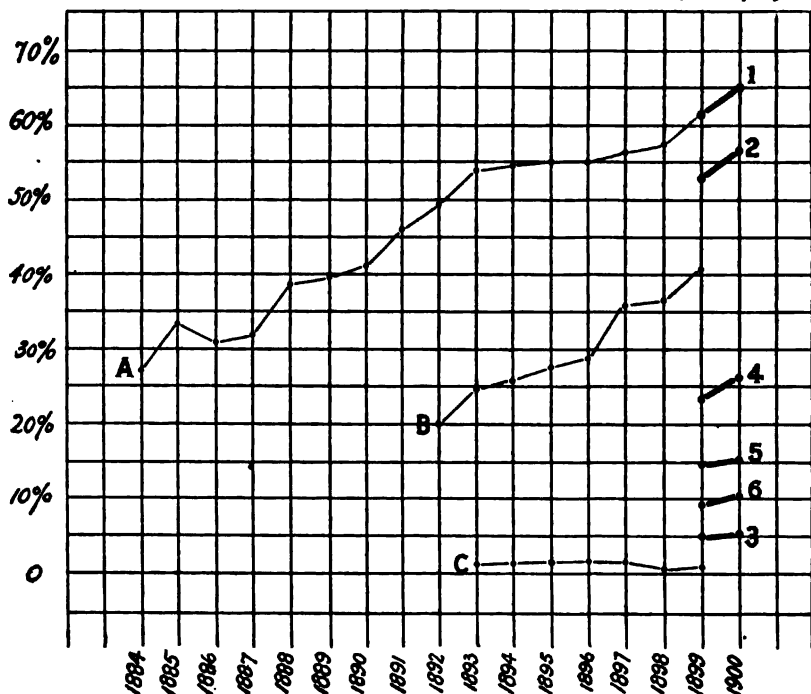
**Annual Report of the State Board of Charities of New York  
for the year 1899.**

After giving the usual population tables, the Board speaks of the accommodations of the schools of New York as ample for all present demands so there is no need of new schools in the state; the schools, moreover, are so located that parents may have the choice between two or more to either of which they may send their deaf child, and, by making proper inquiry, they may select from the available schools the one doing the best work. This inquiry, however, the Board finds is generally omitted, and many deaf children are thus unnecessarily deprived of the best educational advantages within easy reach, while the schools themselves lose a strong incentive for better work. The Board commends the care the schools are according the physical well being of their charges, but it believes that a higher educational standard can be attained. It is suggested that this might be brought about to a large extent by the employment of more competent instructors, the argument being advanced that as in practical every-day affairs the best workmen as well as the best appliances must be used in order to achieve the most satisfactory results, so in the education of the deaf, the highest ends can only be reached by the best teachers following the best methods. The Board is of opinion that some way should be provided for ascertaining the qualifications of those now employed as teachers of the deaf, and also for preventing the employment of persons as new teachers who have not passed the examination prescribed for teachers of hearing children. It is urged, however, that care should be taken not to deprive the schools of the ripe experience of the competent teachers who have devoted years to the instruction of the deaf. A proper measure in this direction, it is further urged, would undoubtedly help to lessen the now too great divergence in the merit of the literary work of the several schools, as it would also aid in solving the perplexing question of methods. The sum of \$300 is recommended to the Legislature as the per capita allowance to be made for each state pupil for the ensuing year.

# REPORT ON THE PROGRESS OF SPEECH-TEACHING IN AMERICA.

BY THE PRESIDENT OF THE A. A. P. T. S. D.

SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1884-1900.



KEY TO SPEECH DIAGRAM.

The diagram represents graphically the percentage of pupils taught speech in Schools for the Deaf in the United States. (For figures see REVIEW I, 74-106; II, 90-91; II, 299-315). The light lines represent Columns A, B, and C of the Annals; the dark lines, the statistics of the Association Review.

## PERCENTAGES FROM SPEECH-STATISTICS OF THE ANNALS.

- A. Total Taught Speech.
- B. Taught wholly or chiefly by the Oral Method.
- C. Taught wholly or chiefly by the Auricular Method.

## PERCENTAGES FROM SPEECH-STATISTICS OF THE REVIEW.

- 1. Total Taught Speech.
- 2. Speech *used* as a means of instruction.
- 3. Speech *not used* as a means of instruction.
- 4. Taught by Speech and Speech-Reading (*no manual spelling, no sign language.*)
- 5. Taught by Speech and Speech-Reading and manual spelling (*no sign language.*)
- 6. Taught by Speech and Speech-Reading and manual spelling and sign language.

PERCENTAGE FIGURES ILLUSTRATED IN THE DIAGRAM.

	A	B	C	1	2	3	4	5	6
1884.....	27.2%								
1885.....	33.5%								
1886.....	30.9%								
1887.....	32.0%								
1888.....	38.8%								
1889.....	39.7%								
1890.....	41.8%								
1891.....	46.0%								
1892.....	49.4%	19.9%							
1893.....	54.0%	24.7%	0.96%						
1894.....	54.4%	25.6%	1.24%						
1895.....	54.9%	27.7%	1.61%						
1896.....	54.9%	28.8%	1.74%						
1897.....	56.4%	35.6%	1.66%						
1898.....	57.4%	36.2%	1.14%						
1899.....	61.8%	40.5%	1.27%	61.4%	53.1%	5.1%	23.7%	14.7%	9.2%
1900.....	*	*	*	65.0%	56.5%	5.4%	25.7%	15.3%	10.2%

\* If the precedent of past years is followed, the Annals' statistics for 1900 will be collected in November, 1900, and published in the Annals for January, 1901.

TABLE I.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.  
(Arranged alphabetically according to location.)

Location.			Official Name of School.	Chief Executive Officer.
State or Territory.	Town.	Street or District.		
Alabama .....	Talladega .....	.....	Alabama Institute for the Deaf.....	Joseph H. Johnson, M.A.
Arkansas .....	Little Rock.....	.....	Arkansas Deaf-Mute Institute.....	Frank B. Yates.
California .....	Berkeley .....	.....	California Institution for the Deaf and the Blind.....	W. Wilkinson, M.A., L.H.D.
do .....	Los Angeles.....	.....	Los Angeles Oral School for the Deaf.....	Mary E. Bennett.
do .....	N. Tennescal.....	.....	St. Joseph's School and Home for Deaf-Mutes.....	Sister M. Valeria
do .....	Oakland .....	11th and Jefferson Sts.,.....	Oakland Oral Day School for the Deaf.....	Charlotte Louise Morgan.
Colorado .....	Col. Springs.....	.....	Colorado School for the Deaf and the Blind.....	W. K. Argo, M.A.
Connecticut .....	Hartford .....	.....	American School for the Deaf.....	Job Williams, M.A., L.H.D.
do .....	Mystic .....	.....	Mystic Oral School for the Deaf.....	Ella Scott.
Dist. Columbia .....	Washington .....	Kendall Green.....	Columbia Institution for the Deaf and Dumb.....	E. M. Gallaudet, Ph.D., L.L.D.
.....	.....	.....	Comprising { The Kendall School for the Deaf.....	James Denison, M.A.
.....	.....	.....	..... } and Gallaudet College.....	E. M. Gallaudet, Ph.D., L.L.D.
Florida .....	St. Augustine.....	.....	Florida Institute for the Deaf.....	Rev. Frederick Pasco.
Georgia .....	Cave Spring.....	.....	Georgia School for the Deaf.....	Wesley O. Connor.
Illinois .....	Chicago .....	Armour Ave., near Root St.....	Hartigan Public Day-School for the Deaf.....	Mary McCowen.
do .....	do .....	Ashland Ave., No. 4635.....	Seward Public Day-School for the Deaf.....	Mary McCowen.
do .....	do .....	Ashland and North Aves.....	Burr Public Day-School for the Deaf.....	Mary McCowen.
do .....	do .....	Ashland and Wrightw'd Aves.....	Prescott Public Day-School for the Deaf.....	Mary McCowen.
do .....	do .....	Evergreen Ave., n'r Robey St.....	Darwin Public Day-School for the Deaf.....	Mary McCowen.
do .....	do .....	Humboldt B'l'w'd, n'r N. Ave.....	Kozminski Public Day-School for the Deaf.....	Mary McCowen.
do .....	do .....	Ingleside Ave. and 54th St.....	Monroe Street Public Day-School for the Deaf.....	Mary McCowen.
do .....	do .....	Monroe Street, No. 157.....	Lyman Trumbull Pub. Day-School for the Deaf.....	Mary McCowen.
do .....	do .....	Sedgewick and Division Sts.....	Yale Public Day-School for the Deaf.....	Mary McCowen.
do .....	do .....	Seventieth St. and Yale Ave.....	Monroe Trumbull Pub. Day-School for the Deaf.....	Mary McCowen.
do .....	do .....	South May Street, No. 409.....	Ephpheta School for the Deaf.....	Mary McCowen.
do .....	do .....	Twenty-third St., near Robey.....	McCowen Oral School for the Deaf.....	Mary McCowen.
do .....	do .....	Yale Avenue, No. 6550.....	Derinda Centre School for the Deaf.....	Annie M. Larkin.
do .....	do .....	.....	McCowen Oral School for Young Deaf Children.....	Mary McCowen.
do .....	Derinda Centre .....	.....	Derinda Centre School for the Deaf.....	Cornelia D. Bingham.
do .....	Jacksonville .....	.....	Illinois Inst. for Education of Deaf and Dumb.....	Anna M. Black.
do .....	La Salle.....	La Salle.....	La Salle Day-School for the Deaf.....	Joseph C. Gordon, M.A., Ph.D.
do .....	Streator .....	.....	Streator Day-School for the Deaf.....	Mary Leahy.
do .....	.....	.....	.....	Ada Haskins.

Indiana .....	Evansville .....	Seventh and Vine Streets.....	Evansville Day-School for the Deaf.....	Paul Lange, M.A.
do .....	Indianapolis .....	do .....	Indiana Inst. for Education of Deaf and Dumb.....	Richard Otto Johnson.
Indian Territory .....	Minco .....	do .....	Indian Territory School for the Deaf.....	Clara Louise Gordon.
Iowa .....	Council Bluffs.....	do .....	Iowa School for the Deaf.....	Henry W. Rothert.
Kentucky .....	Olathe .....	do .....	Kansas School for the Deaf.....	H. C. Hammond.
Louisiana .....	Baton Rouge.....	do .....	Kentucky Inst. for Education of Deaf-Mutes.....	Augustus Rogers, M.A.
do .....	Chinchuba .....	do .....	Louisiana Inst. for Ed. of Deaf and Dumb.....	John Jastremski, M.D.
Maine .....	Portland .....	Spring Street, Nos. 79 to 85.....	Charitable Deaf-Mute Inst. of the Holy Rosary.....	Very Rev. Canon H. C. Mignot.
Maryland .....	Baltimore .....	Hollins Street, Nos. 851 to 853.....	Maine School for the Deaf.....	Elizabeth R. Taylor.
do .....	do .....	West Saratoga Street, No 649.....	F. Knapp's Institute.....	Wm. A. Knapp.
Massachusetts .....	Frederick City .....	do .....	Maryland School for the Colored Blind and Deaf.....	Frederick D. Morrison, M.A.
do .....	Beverly .....	do .....	Maryland School for the Deaf and Dumb.....	Charles W. Ely, M.A.
do .....	Boston .....	Jamaica Plain.....	New England Industrial School for Deaf-Mutes.....	Nellie H. Swett.
do .....	do .....	Newbury Street, No. 178.....	Boston School for the Deaf.....	Rev. Thomas Magennis.
do .....	Northampton .....	do .....	Horace Mann School for the Deaf.....	Sarah Fuller.
do .....	West Medford.....	Woburn Street, No. 93.....	Clarke School for the Deaf.....	Caroline A. Yale, LL.D.
Michigan .....	Detroit .....	Twelfth and Calumet Streets.....	Sarah Fuller Home for Little Children Who Cannot Hear.....	Eliza L. Clark.
do .....	Flint .....	do .....	Detroit Day-School for the Deaf.....	M. Lizzie Donohoe.
do .....	Grand Rapids.....	do .....	Michigan School for the Deaf.....	Francis D. Clarke, M.A., C.E.
do .....	North Detroit .....	do .....	Grand Rapids Day-School for the Deaf.....	Margaret Sullivan.
Minnesota .....	Faribault .....	do .....	German Evangel. Luth. Deaf and Dumb School.....	D. H. Uhlig.
Mississippi .....	Jackson .....	do .....	Minnesota School for the Deaf.....	James N. Tate, M.A.
Missouri .....	Fulton .....	do .....	Mississippi Inst. for Ed. of Deaf and Dumb.....	J. R. Dobyns, M.A.
do .....	St. Louis.....	do .....	Missouri School for the Deaf and Dumb.....	Noble B. McKee, M.A.
do .....	do .....	Cass Avenue, No. 1849.....	Mariae Consilia School for the Deaf.....	Sister M. Adele.
do .....	do .....	Ninth and Wash Streets.....	St. Louis Day-School for the Deaf.....	James H. Cloud, M.A.
do .....	S. St. Louis.....	Longwood Place.....	St. Joseph's Deaf-Mute Institute for Boys.....	Rev. Mother Agatha.
Montana .....	Boulder .....	do .....	Montana Deaf and Dumb Asylum.....	E. S. Tillinghast, M.A.
Nebraska .....	Omaha .....	do .....	Nebraska Institute for the Deaf and Dumb.....	H. E. Dawes.
New Jersey.....	Trenton .....	do .....	New Jersey School for Deaf-Mutes.....	J. P. Walker, M.A.
New Mexico.....	Santa Fe.....	do .....	New Mexico School for the Deaf and the Blind.....	Lars M. Larson, B.A.
New York.....	Albany .....	Pine Hills.....	Albany Home Sch. for Oral Instr. of the Deaf.....	Mary McGuire.
do .....	Brooklyn.....	113 Buffalo Ave.....	Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes.....	Mary C. Hendrick.
do .....	Buffalo .....	Edward Street, No. 125.....	Le Couteux St. Mary's Inst. for the Improved Instruction of Deaf-Mutes.....	Sister Mary Anne Burke.
do .....	Fordham .....	East 188th Street, No. 772.....	Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes.....	N. Frances O'Connor.
do .....	Malone .....	do .....	Northern New York Institution for Deaf-Mutes.....	Edward C. Rider.
do .....	New York.....	904 Lexington Avenue.....	New York Inst. for Imp'd Inst'n of Deaf-Mutes.....	E. A. Gruver, B.A.

TABLE I—CONTINUED.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.  
(Arranged alphabetically according to location.)

Location.			Official Name of School.	Chief Executive Officer.
State or Territory.	Town.	Street or District.		
New York.....	New York....	Washington Heights.....	New York Inst. for Instr. of Deaf and Dumb....	Enoch Henry Carrier, M.A.
do .....	do .....	West 76th Street, No. 42.....	Wright-Humason School.....	{ J. D. Wright, M.A. and T. A. Humason, M.A., Ph.D.
do .....	Rochester.....	North St. Paul St., No. 945	Western New York Inst. for Deaf-Mutes.....	Z. F. Westervelt, LL. D.
do .....	Rome.....	.....	Central New York Inst. for Deaf-Mutes.....	Edward Beverly Nelson, M.A.
do .....	Westchester ..	.....	Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes.....	Ellen A. Coughlan.
North Carolina	Morganton....	.....	North Carolina School for the Deaf and Dumb....	E. McKay Goodwin, M.A.
do .....	Raleigh.....	.....	N. C. Inst. for the Deaf and Dumb and the Blind	John E. Ray, M.A.
North Dakota	Devil's Lake..	.....	Deaf and Dumb Asylum (of North Dakota)....	Dwight F. Bangs.
Ohio.....	Cincinnati....	719 W. Sixth Street.....	Cincinnati Oral School for the Deaf.....	Virginia A. Osborn.
do .....	do .....	719 W. Sixth Street.....	Cincinnati Public School for the Deaf.....	Caroline Fesenbeck.
do .....	do .....	East Sixth Street.....	Notre Dame School for the Deaf.....	Sister Mary of the Sacred Heart
do .....	Cleveland.....	Rockwell and Bond Streets	Cleveland Day-School for the Deaf.....	Katharine King.
do .....	Columbus.....	Corner Brown and Hess Sts.	Ohio Inst. for the Education of Deaf and Dumb	J. W. Jones, M.A.
do .....	Dayton.....	.....	Dayton School for the Deaf.....	Jessie F. Zearing.
do .....	Elyria.....	.....	Lorain County Oral Deaf School.....	Miss Binkley.
Oklahoma.....	Guthrie.....	.....	Oklahoma Institute for the Deaf and Dumb....	H. C. Beamer.
Oregon.....	Salem.....	.....	Oregon School for Deaf-Mutes.....	Clayton Wentz, M.A.
Pennsylvania..	Edgewood Pk.	.....	West. Penna. Inst. for the Instruction of the Deaf and Dumb.....	William N. Burt, M.A.
do .....	Philadelphia...	Belmont and Mounment Aves.	Home for the Training in Speech of Deaf Children before they are of School Age.....	Mary S. Garrett.
do .....	do .....	Mount Airy.....	Pennsylvania Institution for Deaf and Dumb....	A. L. E. Crouter, M.A., LL.D.
do .....	Scranton.....	.....	Pennsylvania Oral School for the Deaf.....	Mary B. C. Brown.
Rhode Island.	Providence....	East Avenue, No. 184.....	Rhode Island Institute for the Deaf.....	Laura De L. Richards.
South Carolina	Cedar Spring..	.....	S. Carolina Inst. for the Education of the Deaf and the Blind.....	Newton F. Walker.
South Dakota.	Sioux Falls...	.....	South Dakota School for Deaf-Mutes.....	James Simpson.
Tennessee.....	Knoxville.....	.....	Tennessee Deaf and Dumb School.....	Thomas L. Moses.
Texas.....	Austin.....	.....	Deaf, Dumb, and Blind Inst. for Colored Youth	S. J. Jenkins.
do .....	do .....	.....	Texas Deaf and Dumb Asylum.....	B. F. McNulty.

Utah.....	Ogden.....	Utah State School for the Deaf and Dumb.....	Frank W. Metcalf, D.B.
Virginia .....	Staunton.....	Virginia School for the Deaf and the Blind.....	William A. Bowles.
Washington....	Vancouver....	Washington School for Defective Youth.....	James Watson.
West Virginia..	Romney.....	West Virginia Schools for Deaf and Blind.....	James T. Rucker.
Wisconsin.....	Appleton.....	Appleton School for the Deaf.....	Hannah I. Gardner.
do .....	Ashland.....	Ashland Day-School for the Deaf.....	Katharine Moriarity.
do .....	Black R'r Falls	Black River Falls School for the Deaf.....	Lucy Ruth Bronsky.
do .....	Delavan.....	Wisconsin School for the Deaf.....	John W. Swiler, M.A.
do .....	Eau Claire.....	Eau Claire Day-School for the Deaf.....	Jennie C. Smith.
do .....	Fond du Lac....	Fond du Lac Day-School for the Deaf.....	Anna Sullivan.
do .....	Green Bay.....	Green Bay Day-School for the Deaf.....	Irene Van Benschoten.
do .....	La Crosse.....	La Crosse Day-School for the Deaf.....	Margaret Maywood.
do .....	Manitowoc.....	Manitowoc Day-School for the Deaf.....	Dora Hendrickson.
do .....	Marinette.....	Marinette School for the Deaf.....	Frances O. Ellis.
do .....	Milwaukee.....	Milwaukee Public Day-School for the Deaf.....	Frances Wettstein.
do .....	Neillsville.....	Neillsville Day-School for the Deaf.....	Elizabeth H. Irish, B.A.
do .....	Oshkosh.....	Oshkosh School for the Deaf.....	Katharine Grimes.
do .....	St. Francis.....	St. John's Catholic Deaf-Mute Institute.....	Rev. M. M. Gerend.
do .....	Sheboygan.....	Sheboygan Day-School for the Deaf.....	H. Ray Kribs.
do .....	Sparta.....	Sparta Day-School for the Deaf.....	Huldah Rudolph.
do .....	Wausau.....	Wausau Day-School for the Deaf.....	Margaret Hurley.
do .....	West Superior..	Superior Day-School for the Deaf.....	Delia Page.

TABLE II.—SCHOOLS FOR THE DEAF IN CANADA.  
(Arranged alphabetically according to location.)

Location.			Chief Executive Officer.
Province or Territory.	Town.	Street or District.	
Manitoba.....	Winnipeg.....	Manitoba Deaf and Dumb Institution.....	D. W. McDermid.
New Brunswick	Fredericton....	Fredericton Inst. for Educ. of Deaf and Dumb	Albert F. Woodbridge.
Nova Scotia....	Halifax.....	Halifax Institution for the Deaf and Dumb.....	James Fearon.
Ontario.....	Belleville.....	Ontario Institution for the Deaf and Dumb.....	Robert Mathison, M.A.
Quebec.....	Montreal.....	Catholic Female Deaf and Dumb Institute.....	Rev. Sister Philippe de Jesus.
do .....	do .....	Catholic Male Deaf-Mute Inst. for the Province of Quebec.....	
do .....	do .....	Notre Dame de Grace Street	Rev. Alf. Belanger, C. S. V.
do .....	do .....	Mackay Inst. for Prot. Deaf-Mutes and Blind.....	Mrs. H. E. Ashcroft.

TABLE III.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1900.

Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location.	Number of Pupils.						Summary.					
	Taught by SPEECH and SPEECH-READING.				Taught Speech and Speech-Reading			Number of pupils taught Speech & Speech-Reading.				
	Taught also by MANUAL SPELLING.		Query 3	Query 4	Query 5	Returns UNCLASSIFIED.			Remarks.			
	No Manual Spelling	No Sign Language.								Taught also by SIGN LANGUAGE.		
Total.	Query 1	Query 2	Query 3	Query 4	Query 5	Speech Not Used as a means of instruction.	Speech Used as a means of instruction.	Speech Not Used as a means of instruction.		Total	Speech Used as a means of instruction.	Speech Not Used as a means of instruction.
Ala. Talladega School.....	140	12	36	24	12	—	—	—	84	72	12	—
Ark. Little Rock School.....	175	38	—	—	8	—	—	—	46	38	8	—
Cal. Berkeley School.....	157	4	—	101	—	—	—	—	105	105	—	—
“ Los Angeles School.....	15	15	—	—	—	—	—	—	15	15	—	—
“ North Temescal School.....	—	—	—	—	—	—	—	—	—	—	—	—
“ Oakland School.....	4	4	—	—	—	—	—	—	4	4	—	—
Col. Colorado Springs School.....	79	43	—	—	—	—	—	—	48	43	—	—
Conn. Hartford School.....	—	—	—	—	—	—	—	—	—	—	—	—
“ Mystic School.....	36	36	—	—	—	—	—	—	36	36	—	—
D. C. Washington School.....	—	—	—	—	—	—	—	—	—	—	—	—
Fla. St. Augustine School.....	46	—	—	22	—	—	—	—	22	22	—	—
Ga. Cave Spring School.....	147	—	—	51	—	—	—	—	51	51	—	—
Ill. Chicago, Armour Ave. School.....	7	—	—	—	7	—	—	—	7	7	7	—
“ Ashland Ave. School.....	11	11	—	—	—	—	—	—	11	11	—	—
“ Ashland & North Ave. Sch.....	9	9	—	—	—	—	—	—	9	9	—	—
“ Ashland & Wrightw'd Sch.....	8	—	—	—	8	—	—	—	8	—	8	—
“ Evergreen Ave. School.....	13	—	—	—	13	—	—	—	13	—	13	—
“ Humboldt Boulevard Sch.....	12	12	—	—	13	—	—	—	12	12	12	—
“ Ingleside Ave. School.....	11	11	—	—	—	—	—	—	11	11	11	—





TABLE III—CONTINUED.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1900.

Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location.	Number of Pupils.					Remarks.	Summary.		
	Total.	Taught by SPEECH and SPEECH-READING.		Taught Speech and Speech-Reading.					
		No Manual Spelling.	Taught also by MANUAL SPELLING.		Speech NOT Used as a means of instruction.			Returned UNCLASSIFIED.	
			No Sign Language.	Taught also by Sign LANGUAGE.					
	Query 1	Query 2	Query 3	Query 4	Query 5	Total.	Speech Used as a means of instruction.	Speech NOT Used as a means of instruction.	UNCLASSIFIED.
N. J. Trenton School.....	140	52	68	20	—	140	140	—	—
N. M. Santa Fe School.....	4	24	—	—	—	24	24	—	—
N. Y. Albany School.....	68	—	68	—	—	68	68	—	—
" Brooklyn School.....	170	10	130	30	—	170	170	—	—
" Buffalo School.....	108	—	108	—	—	108	108	—	—
" Fordham School.....	87	—	87	—	—	87	87	—	—
" Malone School.....	198	198	—	—	—	198	198	—	—
" N. Y. Lexington Ave. School.....	409	—	409	—	—	409	409	—	—
" " Washington H'ghs School.....	30	30	—	—	—	30	30	—	—
" " West 76th St. School.....	180	—	180	—	—	180	180	—	—
" Rochester School.....	141	—	—	—	70	70	—	70	—
" Rome School.....	190	—	190	—	—	190	190	—	—
" Westchester School.....	204	79	—	—	—	79	79	—	—
N. C. Morganton School.....	91	12	—	—	—	12	12	—	—
" Raleigh School.....	55	—	8	—	—	8	8	—	—
N. D. Devil's Lake School.....	28	28	—	—	29	28	28	29	—
Ohio. Cin'nati, W. Sixth St. (Oral) Sch.	10	—	—	—	—	—	—	—	—
" " " (Manual) Sch.	15	8	8	5	—	11	11	—	—
" " East Sixth St. School.....	59	51	8	—	—	59	59	—	—
" Cleveland School.....									



TABLE IV.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.  
 Statistics compiled from the *American Annals of the Deaf*,  
 January 1900, Vol. XLV, pp. 62-78.

Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location.	Number of pupils present November 10, 1899.				
	Total	Total taught speech	Speech Used as a means of instruction.	Speech NOT USED as a means of instruction.	UN- CLASSIFIED
Cal. North Tennesseal School.....	29	6	?	?	6
Conn. Hartford School .....	159	124	8	?	116
D. C. Washington School* .....	159	108	1	?	107
Mich. Flint School.....	424	220	182	?	88
S. D. Sioux Falls School † .....	49	—	—	—	—
W. V. Romney School.....	144	19	19	—	—
Number of pupils in 6 schools.....	964	477	160	?	317
Percentage " " .....	100.0%	49.5%	16.6%	?	32.9%

\* Including the Kendall School and Gallaudet College.

† Return received from the Sioux Falls School too late for use gives the total number of pupils as 62. (See Note 23.)

TABLE V.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1900.—GENERAL SUMMARY.

Schools for the Deaf in THE UNITED STATES.	Number of pupils				Summary.			
	Taught by SPEECH and SPEECH-READING.		Taught Speech and Speech-Reading.		Number of pupils taught Speech & Speech-Reading.			
	Total.	No Manual Spelling. No Sign Language.	Taught also by MANUAL SPELLING.		Speech Not Used as a means of instruction.	Returns UNCLASSIFIED.	Speech Used as a means of instruction.	Speech Not Used as a means of instruction.
			No Sign Language.	Taught also by Sign Language.				
Number of pupils in 109 Schools (Table III).....	9786	?	1648	1095	582	480	5909	16
Number of pupils in 6 Schools (Table IV)	964			?	?	477	160	317
Number of pupils in 115 Schools.....	10750	2757	1648	1095	582	907	6069	883
Percentage " " .....	100.0%	25.7%	15.3%	10.3%	5.4%	8.4%	56.5%	8.1%

TABLE VI.—SPEECH-TEACHING IN CANADIAN SCHOOLS FOR THE DEAF, 1900.

Schools for the Deaf in CANADA  arranged alphabetically according to location.	Number of Pupils.						Remarks.	Summary.			
	Taught by SPEECH and SPEECH-READING.				Taught Speech and Speech-Reading.			Number of pupils taught Speech & Speech-Reading.			
	Total.	Taught also by MANUAL SPELLING.		Query 4 Taught also by SIGN LANGUAGE.	Query 5 Speech Not Used as a means of instruction.	Returns UNCLASSIFIED.		Total.	Speech Used as a means of instruction.	Speech Not Used as a means of instruction.	UNCLASSIFIED.
		No Sign Language.	No Manual Spelling.								
Man. Winnipeg School.....	63	9	—	7	7	—	28	16	7	—	
N. B. Fredericton School.....	34	—	—	27	—	—	27	27	—	—	
N. S. Halifax School.....	102	44	11	61	11	—	68	55	11	—	
Ont. Belleville School.....	258	—	—	—	—	Note 85	61	61	—	—	
P. Q. Montreal:											
“ “ Berri St. School.....	149	110	—	30	—	—	149	149	—	—	
“ “ Mile End School.....	118	62	—	—	—	—	62	62	—	—	
“ “ Notre Dame de Grace St. Sch.	60	22	9	10	5	Note 86	46	41	5	—	
Number of pupils in 7 schools.....	784	247	20	144	28	—	434	411	28	—	
Percentage “ “ “ “ “ “ “ “	100.0%	31.5%	2.6%	18.4%	2.9%	—	55.4%	52.5%	2.9%	—	

# NOTES.

(1) The above statistics have been received in reply to the following queries:

Query 1. Total number of pupils in this school?

Query 2. Number taught by speech and speech reading, without being taught at all by the sign language or manual alphabet?

Query 3. Number taught by speech and speech reading together with a manual alphabet, without being taught at all by the sign language?

Query 4. Number taught by speech and speech reading and also taught by the sign language and manual alphabet?

Query 5. Number taught speech and speech reading as an accomplishment, but speech not used as a means of instruction?

(2) *Berkeley School* (Cal.): Queries 1, 157; 2, 4; 3, none; 4, 101; 5, none. Dr. Wilkinson says: "I enclose herewith a reply to your request for certain statistics. Like most all statistics on this subject, the statement is unsatisfactory, and I consider worthless because no two Principals will answer the questions in the same way. For instance, you will have many answers to No. 2, giving you a large number of pupils 'taught by speech and speech reading without being taught' at all by the sign language or the manual alphabet." As a matter of fact I do not believe there is a pupil in the United States or for that matter in the world that was ever taught without *any* signs or manual alphabet, but we should disagree as to what signs are. The four which I report are pupils who can hear, and have a mental defect. Again, I cannot answer No. 3, as many will answer it, because it is impossible to conduct a class where instruction is being given, in the various branches of an ordinary school curriculum without consciously or unconsciously making signs. In answer to Query 5, I would say that speech is not taught as an accomplishment, but as a means of instruction for when a child is taught the word 'cat' by spelling or signs, he is also taught the word by speech, when possible, and thus sign, word or oral expression are all means of instruction. As I said before, it is exceedingly hard to make statistics of value because of the varied standpoints of the persons interrogated. I shall be glad if you get any satisfaction from the various replies received."

(3) *Oakland School* (Cal.): Miss Morgan says: "We have the use of our school room for another year, and I shall teach five hours instead of three. The parents are all satisfied with the work, and wish me to continue. The pupil whom I have had three years is doing very well—later I shall be glad to write of the methods used with him, but it will be more satisfactory to me and to the profession to wait another year. I hope then I can take him east and let you all see the result of what I believe is the natural and therefore the scientific method of teaching deaf children. I have read several articles in the *REVIEW* aloud to one of my adult pupils, to whom they were not only interesting, but very profitable."

(4) *Hartford School* (Conn.): Dr. Job Williams says: "Our pupils are not classified in this way."

(5) *Washington School* (D. C.): President Gallaudet says: "I have given very careful consideration to the wording of the headings

under which you ask that statistics be furnished as to the teaching of speech in our College and school, and am satisfied that statistics given as requested would in many cases be misleading. I must therefore ask you to be so good as to omit our College and school from your report."

(6) *St. Augustine School* (Fla.): Queries 1, 46 (17 are negroes to whom no speech is taught); 2, 0; 3, 0; 4, 22; 5, 0.

(7) *Cave Spring School* (Ga.): Queries 1, 147 whites; 2, none; 3, none; 4, 51; 5, none. Mr. Connor says: "Thinking that the inclosed answers to your questions may need explanation, I wish to say that I am one of those persons who think that it is a human impossibility to teach speech to a deaf person without the use of 'signs' of some kind, and hence the answers, 'none.' You may call them 'gestures,' 'pictures in the air,' 'motions,' 'actions' and so on, but to me they are signs to all intents and purposes."

(8) *Monroe Street School* (Chicago, Ill.): One pupil has paralysis of the lower jaw.

(9) *Derinda School* (Ill.): Miss Black says: "Through Dr. J. C. Gordon's recommendation I was offered the charge of this little school or class. The two older pupils, girls 12 and 14 years of age, have attended the Jacksonville School, and been taught mostly by signs and the manual alphabet. Their progress in speech is necessarily slow, but they are gaining in other ways. I write a good deal for them, rather than hold them back, and they express themselves in writing very well. But my baby—four years old—little Alfred, is my pride and joy. I am on my own ground in his case and have done everything for him. His progress has been phenomenal. I am writing up his case at Dr. Gordon's suggestion, and the paper will be strongly in favor of oral day schools, or small schools for the Deaf."

(10) *Jacksonville School* (Ill.): Queries 1, 546 (Sept. 15, 1899 to April 23, 1900); 2, unknown; 3, unknown; 4, unknown; 5, 250. Note: Number of pupils in Oral Department, 296.

(11) *Indianapolis School* (Ind.): Queries 1, 346;  $\left\{ \begin{smallmatrix} 2, 104 \\ 3, ? \end{smallmatrix} \right\}$ ; 4, 46; 5, 0; (Sign classes 195; special 1.) Mr. Richard O. Johnson says: "Because of our present methods made necessary under existing conditions, it is somewhat difficult to make my answers fit your questions. Altho' I have placed the 104 under No. 2, we nevertheless use signs and the alphabet with them, but in very limited degree—so much so, that it would not do to place them under No. 4. They might go under No. 3, for we make freer use of the alphabet than of signs. Under No. 4 I have placed the three Kindergarten classes—speech and speech reading is used in all three. I send you herein a clipping from one of our pamphlets—it will in some degree explain matters." (The clipping enclosed describes the methods employed in what Mr. Johnson terms "the Indiana Manual classes," and has already been published in the ASSOCIATION REVIEW for October, 1899, Vol. I, pp 102 and 103.)

(12) *Mimco School* (Ind. Ter.): The small pox throughout the territory during the past winter has interfered with my work. I have but three pupils, at present, all of whom are taught orally. I have the promise of ten or twelve deaf children, next fall, and hope, in time, to have all such children in the territory, in school.—S. C. Gordon.

(13) *Olathe School* (Kan.): Queries 1, 250; 2, 15; 3, 13; 4, 0; 5, 40; 6, 14 taught by speech and speech-reading and natural gestures, without



the manual alphabet; 7, speech reading is taught in Kindergarten to 16. Mr. Hammond says: "I have the pleasure of sending you this morning the statistics that you desire. I have made an additional classification, because we have one teacher whose work does not fall under either of the five that you have drawn up, to her entire satisfaction. She teaches articulation, and teaches by articulation, and uses gestures whenever it is necessary. I presume that, as you look over the figures, it might occur to you that we are not doing all that we ought in the line of speech and speech-reading, but if I had you where I could talk to you I presume that I could show you pretty fair reasons for that condition of affairs. I hope that the way will so open in the future that we may do more in this line. I have always worked faithfully wherever I have been to give as much of a chance to those who could profit by it as I possibly could, and shall continue so doing. Circumstances surrounding this institution during the past three years have been different from most others, and I do not propose to weary you with the details, but satisfy myself with expressing the hope that we can be able in the future to do more than we have in the past, along all of our lines of work."

(14) *Portland School* (Me.): Queries 1, 77; 2, 0; 3, 0; 4, 69; 5, 0; 6, (number not taught speech and speechreading), 8.—Elizabeth R. Taylor.

More children use speech now than ever before during the fourteen years I have been a teacher in the school.—L. J. Harris.

(15) *Beverly School* (Mass.): Mrs. Bowden says: "We have 24 pupils and 17 of the number are taught speech and lip-reading, each class receiving about one hour's training daily."

(16) *Flint School* (Mich.): Mr. F. D. Clarke says: "In answer to your first question, I beg to say that this school has 423 pupils; none of your other questions exactly fit us, and I cannot answer them."

(17) *Jackson School* (Miss.): Number taught by the sign language and manual alphabet 53. N. B. "All our pupils attend chapel where signs are used, and signs are used out of school."

(18) *Cass Avenue School* (St. Louis, Mo.): Queries 1, 41; 2, 7 (signs and alphabet are used for all when receiving *general* instruction); 3, 5; 4, 12; 5, 8.

(19) *Boulder School* (Mont.): Mr. Tillinghast says: "Owing to an unfortunate combination of circumstances we were unable to employ an oral teacher this year. No oral work was done during the first four years of the school's history, and the average age of pupils entering was very high. However, I hope to remedy the present state of affairs next year."

(20) *Santa Fe School* (N. M.): Mr. Larson says: "I write this only to tell you that the school being unable to open for want of an appropriation for the last year, opened as a private enterprise that had continued with eight pupils including Indians in attendance to April 1st last. During the private school year, the Indians and others were sent home by the order of the Board here, then the school became a public institution on the first of April, and has now four pupils in attendance. During this whole term there have been ten scholars in attendance here but no speech teaching has been taken up here during that term."

(21) *Washington Heights School* (New York, N. Y.): Mr. Currier says: "There are eleven classes in which instruction is intended to be according to Query 2, but as all are familiar with the manual alphabet, I prefer to class the school as No. 3."

(22) *Rome School* (N. Y.): Queries 1, 141; 2, 0; 3, 0; 4, 0; 5, about 70.

(23) *East Sixth Street School* (Cincinnati, O.): "Four taught by writing and manual alphabet."

(24) *Cleveland School* (O.): Queries, 1, 59; 2, 51; 3, 8 (backward children); 4, 0; 5, 0. Three years ago this was a sign school with speech taught as per No. 5.

(25) *Columbus School* (O.): Mr. Jones says: "I have filled the blanks indicated and enclose them for your inspection. The last issue of the 'American Annals for the Deaf' contained a review of several schools by Prof. Lars Havstad. You doubtless read his criticism in which he did our schools a great injustice, and I am very glad to furnish you this information which will indicate that he is wrong. Of course, I know it was unintentional, as he is an honest man. When he visited our institution he made no efforts to investigate our methods or receive any information from me. Had I known of his intention to write a criticism of schools, I would gladly have put him in possession of the facts."

(26) *Edgewood Park School* (Pa.): Mr. Burt says: "I have filled out the blank you sent me relating to speech-teaching in our school. The figures, however, do not apply to our present condition, as you know our institution was destroyed by fire, and we are now occupying temporary quarters in the outbuildings on our premises. These do not afford room for all of our children, so we have been forced to send quite a number to their homes. By the time the school opens in the fall we shall have completed one of our new buildings, and will be able to take all of our pupils who wish to return. The statistics given are for the school as it existed at the time of our fire."

(27) *Mt. Airy School* (Phila. Pa.): 48 taught by writing and manual alphabet without being taught at all by the sign language.

(28) *Providence School* (R. I.): Miss Richards says: "We use motions with the babies, but speech always."

(29) *Sioux Falls School* (S. D.): A report has been received from this school too late to be incorporated in the tables. Queries 1, 52; 2, none; 3, none; 4, none this year; 5, none this year. And Mr. James Simpson adds: "We were unfortunate in losing a part of our appropriation during the last session of our Legislature and had to dispense with our articulation teacher this term. I have hopes of being able to remedy this blunder the coming year, and that after this we will always have an articulation teacher or teachers. This school believes in the 'combined method.'"

(30) *Knoxville School* (Tenn.): "As to No. 2, I would say that some of these pupils spend an hour daily in classes of other than oral teachers. There they are taught mainly by writing, but manual alphabet is sometimes used."

(31) *Austin School*, (for colored), (Tex.): Mr. B. F. McNulty says: "Your letter in regard to colored schools is referred to me. They have

35 deaf pupils, all taught by manual alphabet and signs. They have no oral teacher."

(32) *Austin School*, (for whites), (Tex.): Queries 1, 285 enrolled during the year; 2, 0; 3, 0; 4, 206 (signs used to a *very limited* extent); 5, 4.

(33) *Delavan School* (Wis.): Queries 1, 223; 2, 82 (no sign language or manual alphabet "in recitation or study room"); 3, 31 (no sign language "in recitation or study room"); 4, 0; 5, 0; 10 oral classes; 6 manual classes. In the general assembly of the school, all our pupils are taught by lecture in signs.

(34) *Neillsville School* (Wis.): Queries 1, 8; 2, 8; 3, 0; 4, 0; 5, 1 private pupil.

(35) *Belleville School* (Ont.): Mr. Mathison encloses the arrangement of his articulation classes for the year 1899-1900. As the arrangements are slightly different from those printed in the REVIEW, October 1899 Vol. I., pages 105-106. We give them here.

#### ARRANGEMENT OF ARTICULATION CLASSES.

##### *Articulation Classes, 1899-1900.—Miss Jack, Teacher.*

- Class 1—9.00 to 9.45 a. m.—Vowels and consonants. Names of common things. Some simple sentences. Numbers to one hundred.
- Class 2—1.30 to 2.15 p. m.—Vowels and consonants. Names of persons. Simple actions and sentences. Numbers to one hundred.
- Class 3—11.15 to 12.00 a. m.—Drill on vowels etc. A few rhymes. Questions. Numbers to five hundred.
- Class 4—9.45 to 10.30 a. m.—Drill continued. Questions. Numbers to one thousand. The Lord's Prayer.
- Class 5—10.30 to 11.15 a. m.—Cities and towns of Ontario. Simple stories and questions.
- Class 6—2.15 to 3.00 p. m.—Golden Texts. Stories. Conversations. Questions. Marking words diacritically.

##### *Articulation Classes, 1899-1900.—Miss Gibson, Teacher.*

- Class 1—9.00 to 9.45 a. m.—Elements of English sounds, singly and in combination. Names of common things. A few simple actions and sentences. Numbers to fifty.
- Class 2—1.30 to 2.15 p. m.—Drill on vowels and consonants. Names of persons. Simple actions and questions. Numbers to one thousand.
- Class 3—9.45 to 10.30 a. m.—Drill on vowels etc. continued. Rhymes. Questions and conversation.
- Class 4—10.30 to 11.15 a. m.—Drill continued. Cities and towns of Ontario. Simple stories and questions.
- Class 5—11.15 to 12.00 a. m.—Stories. Conversation. Questions.
- Class 6—2.15 to 3.00 p. m.—Stories. Conversation. Questions.

(36) *Notre Dame de Grace St. School* (Montreal, P. Q.): Queries, 1, 66 (6 of these are blind); 2, 22; 3, 9; 4, 10; 5, 5.

## EDITORIAL.

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### **Statistics of Speech-Teaching**

Attention is directed to the statistical tables printed elsewhere in this issue, showing the status of speech-teaching in America at this time. The figures given bear evidence of great care on the part of Superintendents and Principals reporting them, and they are probably as nearly representative of methods prevailing in their respective schools as it is possible for them to be. The tables, of course, have their chief value in the comparisons that may be made between the returns of different years, rather than in any deductions that may be drawn from the returns of any one year; hence we would call especial attention to the diagram and the percentage tables accompanying it, as indicating the measure of the growth of speech-teaching in American schools during the past year under each of the several methods employed. It will be noted that the growth has been general under all methods, rather than limited to any one method or any group of methods, a fact by the way in itself of great encouragement, and equally to the advocates of one method as of another.

The gathering of statistics of this kind relating to the 10,000 pupils in our schools for the deaf, is not a small task, and it is only by the co-operation and help of the heads of the schools themselves that the work can be accomplished. Dr. Bell, who as President of the A. A. P. T. S. D., sent out the letter of inquiry which in the responses received has given the data for the tables, desires that we make editorial acknowledgment to the Superintendents and Principals of American schools for the Deaf of their assistance, and to express for him his thanks for their courtesy in supplying the asked for information.

**The Conference  
of Principals**

The next Conference of Superintendents and Principals of Schools for the Deaf has been called to meet at the School for the Deaf, Talladega, Alabama, on June 30, at 7:30 p. m. All Superintendents and Principals of Schools for the Deaf in the United States and Canada are entitled to active membership in the Conference, and members of Boards of Directors and Trustees of such schools are invited to participate in the Conference as honorary members. The attendance bids fair to be large, and the sessions no doubt will be both profitable and interesting.

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**The Helen Keller  
Souvenir No. 2**

The Volta Bureau has again placed the educational and scientific world under lasting obligations to it in the compilation and publication of the second of the series of souvenir volumes relating to the deaf-blind girl Helen Keller. This, like its predecessor, is a beautifully printed volume made up of carefully written papers, judiciously selected, covering as history a definite portion of Helen's life. The papers besides giving details of her education as pursued since 1892 when Helen was twelve years old, up to the successful passage of the Harvard examination which won for her entrance to Radcliffe College, give much that is valuable and interesting in the way of discussion of the methods employed by Helen's teachers, and of the bearing of those methods as affecting the solution of the larger and profounder problems of the educational and scientific world. This last mentioned feature of the work is one of especial value, for it must bring the work to the attention of students and thinkers in all walks of life, and thus serve to bring the general subject of the instruction of the deaf likewise to their attention and within the realm of their interest.

A general review of the volume is reserved for a future number. In the meantime, through the courtesy of the Hon. John Hitz, Superintendent of the Volta Bureau, under whose direction the volume has been compiled and published, the

larger portion of the membership of the American Association to Promote the Teaching of Speech to the Deaf will receive complimentary copies of the souvenir. These copies will go only to members who are strictly academic instructors of the deaf, or are members of Boards of Directors of schools for the Deaf. Academic teachers, members of the Convention of Instructors of the Deaf, of the Association of Instructors of the Blind, and of Department XVI, N. E. A., will also be granted copies. The distribution will be extended we understand to the more important public educational and scientific libraries, and to educators, specialists, and scientists generally who may be especially interested in the education of Helen Keller.

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**Speech-Teaching  
by Districts**

A very interesting and suggestive set of tables has been compiled and published by Dr. J. C. Gordon, of the Illinois school. The tables are a rearrangement of statistics heretofore published of speech-teaching in America, with the purpose to make comparison of the numbers and percentages of pupils taught speech in the several geographical divisions of the country.

A table is given showing that of the 10,291 pupils in the United States, 6,299 or 61 per cent. are taught speech. In the New England States of the 644 pupils in the schools, 92 per cent. are taught speech; in the Middle States, of the 2,835 pupils, 88 per cent. are taught speech; in the Central and Western States, of the 4,092 pupils, 58 per cent. are taught speech; in the Southern States, of the 2,720 pupils, 31 per cent. are taught speech.

Following tables show numbers and percentages by schools and districts as taught by oral methods exclusively; by mixed or combined methods; and by silent (sign or manual) methods. They show that in the New England States, 61 per cent. of the pupils are taught by oral methods exclusively; 31 per cent. by combined methods; and 8 per cent. by silent methods. In the Middle States, 61 per cent. of the pupils are taught by oral methods exclusively; 27 per cent. by combined methods; and 12 per cent. by silent methods. In the Central and Western

States, 41 per cent. of the pupils are taught by oral methods exclusively; 17 per cent. by combined methods; and 42 per cent. by silent methods. In the Southern States, 24 per cent. of the pupils are taught by oral methods exclusively; 7 per cent. by combined methods; and 69 per cent. by silent methods.

A table is also given showing that in 1891 there were in the United States 260 teachers of speech; in 1899, 561—an increase of 301, or over 100 per cent. The number of hearing teachers not in oral work remains the same, viz.: 182. The number of deaf teachers increased from 167 to 243, or about 45 per cent.

Dr. Gordon makes no comments upon the showings made in the tables, and probably none are needed as the figures speak for themselves. It would, however, be of interest to the profession to have assurance that similar tables would be published periodically in the coming years, thus affording opportunity for observing any growth or decline of methods that may take place, and as they take place, in the several geographical sections of the country.

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**The Census  
Schedules**

Copies of the blank schedules to be used by enumerators in the coming United States Census have been received. They show that the amendment to the law providing for enumeration of the deaf and the blind, is to be observed in a way to secure a very complete and accurate census of these classes. Every enumerator will have two schedules, (two sheets of paper, ruled with all necessary spaces and columns,) one the regular "*population* schedule," the other a "*special* schedule" for "*persons defective in sight, hearing, or speech.*" Upon the former schedule every deaf person's name entered will be checked with a "D," every blind person's name with a "B," every deaf and dumb person's name with a "DD," etc. Then upon the special schedule will be given in each case *the name again*, together with particulars of sex, age, post-office address, and if a minor, post-office address of parent or guardian, and the nature of the disability. Some idea of the

character and scope of the information that the special schedule will give may be obtained by reading the "Instructions" to enumerators as printed at the head of the "Special Schedule," and given below. These instructions are necessarily full and detailed, but they are in simple, clear language, and hence quite within the comprehension it may be believed of any enumerator likely to have the work in hand.

#### INSTRUCTIONS TO ENUMERATORS.

The object of this special schedule is to obtain the name, sex, age, and post-office address of all persons who are either blind or deaf (including those who are deaf and dumb).

After completing the enumeration of all the members of a family on Schedule No. 1 (Form 7-224), you will ask whether all the persons just enumerated have good sight and good hearing—that is, can see well and hear well. For all such persons no further inquiry need be made; but if you find that some member of the family can not see well, you will then ask whether he or she can see well enough to read a book; and should it appear that the sight is so seriously impaired that it is impossible for the person to read a book, even with the aid of glasses, then you will note such persons as "Blind," even though, as a matter of fact, he or she may have some slight power of sight.

In the same way, if you find that some member of the family can not hear well, you will then ask whether he or she can hear well enough to understand loud conversation; and should it appear that the hearing is so seriously impaired that the person can not be made to understand what people say, even when they shout, you will note such person as "Deaf," even though, as a matter of fact, he or she may have some slight power of hearing. You will then ask further whether this deaf person can speak; and should it appear that the person can not speak so as to be understood you will note such person as "Deaf" and "Dumb," even though, as a matter of fact, he or she may have some slight power of speech.

Only those dumb persons who are deaf as well as dumb are to be noted; so that if you should come across dumb persons who are not deaf they should not be included, nor should the "semi-blind" and those blind only in one eye be reported on this schedule.

For each person reported on this special schedule as blind or deaf you will write on the population schedule (Form 7-224), on the right-hand margin opposite the name of any person defective as above, the letter "B" if the person is blind; the letter "D" if the person is deaf, and the letter "DD" if the person is deaf and dumb. If a person is blind and also deaf, use the letter "BD"; if blind and also deaf and dumb, use the letter "BDD". You will then make the entries called for on this special schedule, in columns 1 to 9, according to the following instructions:

In columns 1 and 2 enter the number of the sheet and of the line of the population schedule (Form 7-224) on which the defective person is enumerated, and then copy in columns 3, 4, and 5 the name, sex, and age of the person as originally entered on that schedule.

In column 6 enter the post-office address of the person reported as defective; or, if the person is a minor, or unable, through disability,



to respond to communications by mail, obtain and enter in this column the name and post-office address of his or her parent, guardian, or nearest friend, using the two spaces as subdivided by the dotted line. The intent of this inquiry is to secure the name and address of the proper person from whom further information can be obtained by correspondence concerning the blind and deaf persons enumerated.

In columns 7, 8, and 9 note the nature of the disability as follows:

If the person is defective in sight but can hear and speak, write "Blind" in column 7 and "No" in columns 8 and 9.

If the person is defective in sight and hearing, but can speak, write "Blind" in column 7, "Deaf" in column 8, and "No" in column 9.

If the person is defective in sight, hearing, and speech, write "Blind" in column 7, "Deaf" in column 8, and "Dumb" in column 9.

If the person is defective in hearing, but can see and speak, write "No" in column 7, "Deaf" in column 8, and "No" in column 9.

If the person is defective in both hearing and speech, but can see, write "No" in column 7, "Deaf" in column 8, and "Dumb" in column 9.

---

**"Once A Week"** After an existence of two months the new paper published in the interests of the deaf, has suspended. The reason given for the suspension is lack of support. It is to be regretted that a paper so ably edited and so well managed should not continue in the field, for there can never be too many good papers published for any class. This will probably be the last attempt for many years to establish an independent journal for the deaf and the field will remain to the several well established and excellent papers published from Institution printing offices.

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#### NOTES.

The death of Dr. J. H. Brown, late a valued teacher in the Illinois Institution, and formerly a teacher in the Ontario, the Western Pennsylvania, and the Kansas schools, is most regrettable. He was highly cultured, and a most enthusiastic and successful teacher. The profession can indeed ill spare the men and women in it possessing his character and his capacities. His death took place at his late home in Canada, on April 9, 1900. The profession loses also by death a successful and faithful

teacher in the person of Mr. Z. W. Haynes, of the Morganton, N. C., School. Mr. Haynes was held in highest regard by all who knew him. His death occurred April 5, 1900.

President Gallaudet, as Representative of the Committee of Organization for America, announces to all teachers purposing to attend the Paris Congress that they may obtain substantial reduction in transportation rates by application to Dr. Ladreit de Lacharriere, Quai Malaquais, 3, Paris.

Mr. J. H. Tillinghast, for four years past the Superintendent of the Belfast, Ireland, School, has resigned his position and purposes to return to America to enter Columbia University where he will pursue a post-graduate course of study. It may be hoped that so capable a teacher as Mr. Tillinghast has proven himself to be, may not long remain out of the profession.

Mr. E. A. Gruver, late Principal of the New York Institution for Improved Instruction of Deaf-Mutes, has been appointed Superintendent of the Institution in place of Mr. H. F. Mitchell, resigned. The many friends in the profession of Mr. Gruver will rejoice at his advancement to a position of larger responsibility and opportunity. The retirement of Mr. Mithcell from the work is the one cause for regret that this change occasions.

In an address before the Detroit Association of Parents and Friends of Deaf Children, by Hon. Robert C. Spencer, a strong plea was made for the establishment in Detroit of a normal class or school for training teachers by the oral method. The growing demand for trained teachers for day-schools and the very limited supply available at this time, renders the plea particularly opportune. There should certainly be more training schools for teachers of the deaf.

At the December meeting of the Board of Directors of the A. A. P. T. S. D., a resolution was passed appointing President Bell representative of the Association at the coming Paris Congress, and Vice-President Crouter representative of the Association at the N. E. A. meeting at Charleston.

The statistical report from the St. Joseph's School for Deaf-Mutes, North Temescal, California, arrived too late for insertion in the tables. The report gives 30 pupils; 4 taught by speech without signs or manual alphabet; and 26 taught by speech and also by signs and the manual alphabet.

## QUESTIONS BEFORE THE PARIS CONGRESS.

The Committee of Organization of the Congress for Deaf-Mutes, section of hearing persons, has issued the following as the list of questions to be treated upon in papers offered:

*First Question.*—Organization of the instruction of deaf-mutes in different countries; should establishments for the education of deaf-mutes be considered as charitable, or as educational institutions?

*Second Question.*—Results obtained by the Oral method. Indicate, for the unification of methods, what are the most practical processes for the application of the Oral method as it was defined by the Milan Congress.

*Third Question.*—Aid of deaf-mutes; formation of societies for patronage and employment; creation of asylums and almshouses; encouragement of associations and co-operative societies.

In addition to these three questions, which will be placed at the head of the order of the day in the Congress, and will be voted upon if necessary, a number of questions have been proposed of which the Committee accepts the following:

1. (a) Is there reason to create special schools (trade schools or others) for particularly gifted deaf-mutes, or simply annex courses in existing schools.

(b) Should there be special courses for backward pupils in institutions for deaf-mutes?

(c) Does the existing organization of schools for deaf-mutes (administration, inspection, programmes, and sanction of studies) answer the needs of the period and the real interests of deaf-mutes?

2. How can the Oral method be applied to all deaf-mutes? What should be the place of writing?

3. Industrial training provided in schools for deaf-mutes. Choice of an occupation which they can pursue in their own country and, as far as possible, near their relatives.

4. Deaf-mutes previous to their admission to school.—Kindergartens.

5. Auricular training.—Auricular instruction by the voice alone without the aid of ear-tubes.

6. Means of modulating the voice of the deaf.

7. Text-books for deaf-mutes.

8. What are the best methods of teaching articulation?

9. Should one confine oneself solely to articulation till the moment when all the elements of the language are known; or, should one, as fast as the elements acquired permit, teach the ordinary words containing these elements, and even short sentences, in order to give the deaf-mute,

from the earliest period, opportunity to express thoughts which are in constant use?

10. What method should be followed in order to develop simultaneously ideas and language in the best conditions for giving to deaf-mutes the taste and possibility of reading,—to give them, in a word, an acquaintance with language sufficient to permit them to read and to understand works read and understood by hearing people?

11. Concerning the advantage there would be, while waiting for the day-school to supersede the boarding-school, in throwing deaf-mutes and hearing children together during recreation hours in the playgrounds.

12. What advance has been achieved in the institutions, since the last Congresses, towards ameliorating the lot of deaf-mutes? What departures have been instituted since then with this object?

13. Is industrial training given or organized in a sufficiently practical fashion?

14. Concerning the means of securing compulsory education for deaf-mutes.

15. Statistics of deaf-mutes in different countries.

16. Is it desirable that a more intimate collaboration should be established between physicians and teachers than that at present exists in schools for deaf-mutes?

The section for the deaf to meet and hold sessions simultaneously with that of the hearing, also has an elaborate programme. A large number of the representative deaf of America will present papers at these sessions.

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#### THE NATIONAL EDUCATIONAL ASSOCIATION— MEETINGS OF DEPARTMENT XVI.

The following is from a circular letter issued by Miss Mary McCowen, a Vice-President of Department XVI, N. E. A., and Chairman of the Sub-Section for the Deaf:

“The National Educational Association will meet this year in Charleston, S. C. Department Sixteen will hold afternoon sessions on three days, the sub-department for the deaf on Wednesday, for the blind on Thursday, and for the feeble-minded on Friday, July 11, 12, and 13. We desire a full representation from the schools of the deaf of the country, and extend to superintendents, teachers, and institution and school officials a cordial invitation to be present on Wednesday afternoon, July 11.

Provision will be made for all exhibits of work or pupils, which are earnestly solicited from every school."

A full programme has been prepared for the session of the Sub Section for the Deaf, to meet at 3:00 p. m., Wednesday, July 11, as follows:

1. President's Address,—Warring Wilkinson, Superintendent Institution for the Deaf, Berkeley, Cal.

2. "The Growth and Development of Southern Schools for the Deaf," J. R. Dobyns, Superintendent Institution for the Deaf, Jackson, Miss.; discussion, N. F. Walker, Superintendent Institution for the Deaf, Cedar Spring, S. C.

3. "The State of the Case,"—Mary S. Garrett, Principal Home for the Training in Speech of Deaf Children before they are of School Age, Philadelphia.

4. "Recent Changes of Method in the Pennsylvania Institution for the Deaf,"—A. L. E. Crouter, Superintendent Institution for the Deaf, Mt. Airy, Philadelphia.

5. "Statistics of Speech Teaching in American Schools,"—F. W. Booth, Editor of the ASSOCIATION REVIEW; discussion, Z. F. Westervelt, Superintendent Western N. Y. Institution for the Deaf, Rochester.

6. "Day-Schools for the Deaf, the Logical Outcome of Educational Progress,"—Marion Foster Washburne, Chicago Institute of Education; discussion, W. C. Martindale, City Superintendent of Schools, Detroit, Mich., J. A. Foshay, City Superintendent of Schools, Los Angeles, Cal.

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## COURSE OF INSTRUCTION FOR PHYSICIANS.

The following is the text of a circular sent us with the request that it be given publication in the REVIEW:

The Prussian Ministry of Education has taken a new and exceedingly gratifying measure. On the 14th of May of the present year, at 9 a. m., a "Course of Instruction for Physicians" employed in institutions for the deaf, will be opened at the Royal Normal School for Teachers of the Deaf, at Berlin, 86 and 88 Elsasser Str. This course will occupy three weeks and will embrace lectures on the *organs of hearing, speech, and sight*, the education of the deaf and intercourse with deaf persons. This

course of instruction is intended to fit the physicians of institutions for the deaf for a useful medical activity as regards the deaf entrusted to their care, and enable them to act as medical advisers and coworkers of the teachers in the further development of the education of the deaf. The course will be under the direction of the following gentlemen: Dr. Schmidtman, Superior Counsellor of Medicine, and Prof. Dr. Waetzoldt, Privy Counsellor. The lectures and practical exercises will be as follows: Dr. Schmidtman—"The work of the physician in the school in general;" Director Walther, Counsellor of Education—"The Education of the Deaf;" Dr. Arthur Hartmann—"The work of the aurist;" Dr. Landgraf—"Laryngology;" Prof. Dr. Sillex—"The care of the eyes," all in their special bearing on the deaf; and Dr. Hermann Gutzmann—"Physiology and Psychology of Speech, and the most common disturbances of the organs of Speech."

The lectures will be delivered on five days of each week, and the sixth day will be devoted to visits to various medical institutions and schools for the deaf, under the guidance of competent physicians and teachers.

There will also be admitted to this course teachers of the deaf who have entered the Royal Institution for the Deaf for the purpose of preparing themselves for the examination required for candidates for places as Directors [Principals] of institutions for the deaf.

For the present the governor of each Province of Prussia will designate one of the physicians of some institution for the deaf in his Province to participate in the course.

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## QUESTIONS AND ANSWERS.

In what schools are there training classes for teachers where a practical knowledge of oral methods may be obtained for a small tuition?  
F. P.

Clarke School, Northampton, Mass., maintains a normal class for teachers by the oral method, one year being required to complete the course. Gallaudet College, Washington, D. C., has a post-graduate one-year normal course where training in both manual and oral methods may be obtained; fellowships are granted to candidates for this course. In the west the Milwaukee Day-School has had for many years a normal class, training teachers in the oral method. In addition to these, nearly every large school in the country gives training in articulation teaching to individuals applying, and in some schools the work is conducted in classes.

Can any of your readers give information concerning the origin of the term "deaf-mute"? Not having seen the word in print before the year 1815, I should be glad to learn when it was first used. B. A. S.

I have never unpacked my own books and papers and consequently have no access to the literature of deaf-mute instruction. My own impression is that the English term "deaf-mute" appeared first about 1809. It is, in fact, borrowed from the French term "sourds-muet." I would suggest a careful examination of Charles and R. T. Guyot's *Liste Littéraire Philocophe*, printed at Groningen in 1842, for early traces of these terms. You may be interested to know that "deaf and dumb" was used much more frequently than "deaf-mute" until 1870. In revising the *Proceedings of the Indianapolis Convention of 1870*, I took the liberty to substitute "deaf-mute" for "deaf and dumb" wherever I could do so in copy for the printer without doing violence to the feelings of others. J. C. GORDON.

In 1885 the editor of the *Annals*, Vol. XXX p. 25, states: "The use of the term 'deaf-mute' instead of 'deaf and dumb' originated, we believe in this country," (referring to the United States,) "and is even now much more common here than in England." Will he not be able to give the approximate date when the term was first adopted?

A. C. P.

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### NEW MEMBERS.

The following persons have been elected to membership in the American Association to Promote the Teaching of Speech to the Deaf. The list includes those who have joined since March 12 to and including May 19, 1900:

- Fred P. Curtice, 117 George St., Providence, Rhode Island.
- Fayette Peck, South Egremont, Massachusetts.
- Otto C. Herold, School for the Deaf, Mt. Airy, Philadelphia, Pa.
- Milly M. Beale, School for the Deaf, Mt. Airy, Philadelphia, Pa.
- J. C. Openshaw, School for the Deaf, Mt. Airy, Philadelphia, Pa.
- Jos. J. Bailly, School for the Deaf, Mt. Airy, Philadelphia, Pa.
- Richard K. Tyler, Army and Navy Club, Washington, D. C.
- C. M. Ballachy, 192 Brant Ave., Brantford, Ontario.
- Jane S. Watson, East Avon, Livingston Co., New York.
- Mrs. Jennie C. Benedict, Warwick, Orange Co., New York.
- Margaret A. Bull, 192 Lincoln Ave., New Castle, Penna.
- Samuel Johnson, Inst. for the Blind and Deaf and Dumb, Brighton, Adelaide, S. Australia.
- Secretary, Department of Education, Wellington, New Zealand.
- F. Nordin, Dofstumskolan, Wenersburg, Sweden.

## THE ANNUAL MEETING OF THE ASSOCIATION.

The annual meeting of the Association will be held at the Pennsylvania Institution for the Deaf and Dumb, Mt. Airy, Philadelphia, on Thursday, June 7, 1900, at ten o'clock a. m.

In accordance with the provision in the Constitution requiring that nominations for Directors shall be made in writing and placed in the hands of both the President and the Secretary, at least one month prior to the date of election, the following nominations which have been so made will be voted upon at the coming annual meeting: Alexander Graham Bell, A. L. E. Crouter, Mrs. G. G. Hubbard.

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THE ASSOCIATION REVIEW is a publication of the American Association to Promote the Teaching of Speech to the Deaf. It is sent free to members. To *non-members* the subscription price is two dollars and fifty cents (\$2.50) for the school year. Memberships in the Association may be obtained upon application to the Secretary or the Treasurer, accompanied with the membership fee of two dollars (\$2), or its equivalent in foreign currency. Foreign money orders should be drawn on Philadelphia, in favor of F. W. Booth. Domestic orders may be drawn on Station 11, Philadelphia.

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Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary has a list of teachers and also one of Superintendents, belonging to the above classes, ready for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience; it would further facilitate matters to have on file also with the General Secretary, several (a half-dozen at least) type-written copies of testimonials, to be forwarded to applying Superintendents.

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POSITION WANTED.—A teacher with long experiences in the oral work desires a position for the coming year. Address A, care of the Editor of the REVIEW.

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A trained Articulation teacher of experience desires a private pupil or a position in the Primary Department of a school for the Deaf. References good. Address B, care of the Editor of the REVIEW.



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PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE  
THE TEACHING OF SPEECH TO THE DEAF

EDITED BY

FRANK W. BOOTH

October, 1900

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(Incorporated Sept. 16, 1890.)

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The American Association to Promote the Teaching of Speech to the Deaf welcomes to its membership all persons who are interested in its work. Thus the privilege of membership is not restricted to teachers actively engaged in the instruction of deaf children, but is extended to include Directors or Trustees of schools for the deaf, parents or guardians of deaf children, the educated deaf themselves who wish to aid by the weight of their influence and by their co-operation the work that has done so much for them, and all other persons who may have had their hearts touched with a desire to show their interest and to help on the work.

Every person receiving a "sample copy" of THE ASSOCIATION REVIEW is invited to join the Association. The membership (or dues) fee is \$2.00 (8s. 4d.) per year, payment of which to the Treasurer secures (after nomination to and election by the Board of Directors) all rights and privileges of membership together with the publications of the Association, including THE ASSOCIATION REVIEW, for one year. To non-members, the subscription price of THE ASSOCIATION REVIEW is \$2.50 (10s. 4d.) per year.

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ALEXANDER GRAHAM BELL,

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*Term Expires 1903.*

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**COBBS, CHESTERFIELD COUNTY, VIRGINIA.**

Where Braidwood's Institution, the first School for the Deaf in America, was opened, March 1st, 1815.  
Drawn from an original sketch, made by William A. Bolling, 1816.



# THE ASSOCIATION REVIEW.

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## A FEW BOOKS.<sup>1</sup>

One of the most distinguished American authors now living has told us that the day of great romances is over, that the stories have all been narrated, and that in plot and incident behold there is no new thing under the sun. If this be indeed a fact, it is an equal certainty that the gaiety of nations has suffered a second eclipse.

Another great literary mine seems to me to be also exhausted. We have been told, and have repeated to our neighbors, with all the variations in phraseology of which the English language is capable, everything that may be known—and, as Voltaire says, several things that may not—about “the reading habit.” We have heard, and have said, that the reading habit is the Alpha and Omega of deaf-mute education; that without the reading habit the deaf child will never acquire anything which may be called a familiarity with language, and that without some familiarity with language he will never acquire the reading habit; that the teacher who fails to develop the reading habit in his pupils is an educational pariah; that kind and sympathetic explanation from a gentle and loving instructor whose countenance is wreathed in smiles, is much more effective in the formation of the reading habit than is unjust, harsh and frowning criticism; that to foster the germs of the reading habit in the mind of an

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<sup>1</sup> A paper read at the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

infant it is better to lure him on with a simple and pleasing little story-book than it is to thrust upon him *Paradise Lost*, even though the latter may afford more profound satisfaction to the teacher herself; that the thoughtful mind will discover certain subtle, psychological reasons to account for the curious fact which has sometimes been noted that the teacher who occasionally reads a book himself is often more markedly successful in establishing the reading habit in the youth confided to his care than is the one whose own enjoyment of life would not have been perceptibly less had the art of expressing ideas in written characters never been invented; that the reading habit can be secured in its perfection only by the exclusive use of the pure oral method of instruction; that nothing but the manual alphabet is adapted to bring out the full strength of the reading habit; that the reading habit will never fasten itself on the mind of a child if he is allowed to use anything but signs; that only under the tremendous stimulus of the combined system will the reading habit put forth its gigantic power:—all these and a few other things about the reading habit have been said to us, and we have said them to other people, until we are all perfectly sure of every one of them. It really seems as if the reading habit, like the romance, must reluctantly be abandoned. Whether the gaiety of nations will suffer thereby is, perhaps, an open question.

When, therefore, it was suggested to me a little while ago that I should prepare a paper to be presented to this Association upon some point connected with the subject of the reading habit, I considered with myself the question whether the times were ripe for a repetition of one of these dissertations, and the conviction was borne in upon my mind that they were not. In the present plethora of information concerning this subject, I felt that I would myself infinitely prefer to have somebody name to me six books that were good for a child to read, than to discourse to me for six days with the tongues of men and of angels upon his benighted condition should he never read them; and as what seems to me the better thing to do is, in this case, fortunately the one within my power, I shall this morning attempt nothing more ambitious than a sort of catalogue of a few books which I

have found useful in my own work, and which may not all of them have happened to fall under your observation.

The first of these little volumes is by H. A. Guerber, and is named "The Story of Greece." I suppose anybody who is anxious to have a child become a reader is glad to have him take a liking to history, for such a fondness is pretty sure to make a book lover of him ; and I can say without reservation that in the "Story" just mentioned, history is presented in a very attractive form. The author says in the preface, "This elementary history of Greece is intended for supplementary reading, or as a first history text-book for young pupils. It is therefore made up principally of stories about persons; for while history proper is largely beyond the comprehension of children, they are able at an early age to understand and enjoy anecdotes of people, especially of those in the childhood of civilization. At the same time these stories will give a clear idea of the most important events that have taken place in the ancient world, and, it is hoped, will arouse a desire to read further. They also aim to enforce the lessons of perseverance, courage, patriotism and virtue that are taught by the noble lives described. A knowledge of ancient history, however superficial, is of very great value ; and the classic legends are almost equally worth knowing, because of the prominent part they play in the world's literature. Many children leave school unacquainted with any history except that of the United States, which, dealing with less simple and primitive times than those of Greece, is apt to be so unattractive that the child never afterwards reads any historical works. It has been my intention to write a book which will give children pleasure to read, and will thus counteract the impression that history is uninteresting."

You see that sounds well. This should be just the book we want, if the author fulfills his promise, and indeed he does (I am not sure but "he," as Marjorie Fleming says, "is a woman,") in a pretty satisfactory manner. The language is simple but by no means babyish. The narrative is broken up into short chapters, each devoted to one person or event, the name of the chapter showing clearly its subject, and these persons and

events are those which the centuries have singled out to be held by mankind in perpetual remembrance. Elementary as is this little treatise, it is, I believe, calculated to inspire in an intelligent child a more enthusiastic interest in Greek history than many graduates of our public high schools carry away with them at the end of their course.

There is another book by the same author, and of exactly the same style, entitled, "The Story of the Romans," which lays as good a foundation for the history of Rome as the other does for that of Greece. Beginning with the flight of *Æneas* from the burning city of Troy, the stories come down through myth and legend into the clear daylight of history, and one by one a procession moves on of the men whose combined characteristics built up the type which we call Roman. From this brief outline the youthful reader of average ability will get a very fair conception for him to start with, of that world-empire whose capital city crowned the seven hills beside the Tiber.

It is not pleasant to finish the review of these two agreeable little volumes with, "Nevertheless I have somewhat against thee," and it must be admitted that the point to be criticised is the very thing for which many children would bless the author, but a teacher of history, to whom the chronological order of events is a matter of no little interest and importance, can hardly be perfectly happy in view of the fact that these two historical works contain almost absolutely no dates. So far as I now remember there is just one (and that is wrong,) in the "Story of Greece," and only three or four (luckily all right,) in the "Story of the Romans." Now it does seem to me that the author of books like these should have recognized the fact that they would be very apt to fall into the hands of some children whose teachers were engaged in an earnest effort to make real, historical students of them—teachers endeavoring to show that different periods in the life of the human race have had very different features, and attempting to associate in the minds of their pupils the characteristic men and events of each period with the time to which they belong. It would have been a very easy matter for this writer to have afforded considerable assistance to such teachers by

simply placing a date in good plain figures at the head of each chapter with the title. These dates would in no wise have interfered with the pleasure of those readers who ignored them entirely, and they would have been good for children—and there are such—whose training has enabled them to conquer the widespread, and it would almost seem inborn, prejudice against knowing when men lived and things happened.

After our pupils have thus made the acquaintance of many of the heroes of antiquity, they are often glad to meet them again in the pages of Plutarch. For most young people Plutarch must be abridged. One can hardly expect ordinary boys and girls to go through the whole, and there are reasons why we might not desire them to do so. I often find that the most satisfactory thing is to take my own copy and do my own abridging to suit individual requirements, but, if one prefers a ready-made abridgement, there are three or four different ones all of which are fairly good. The one edited by John S. White and published by the Putnams is much the most attractive as a specimen of book-making, and presents the delightful old storyteller in a very pleasing aspect.

There is another and much older story-teller to whom we may introduce young people with a very high degree of certainty that they are going to like him. The world has been listening to him now for some three thousand years without showing as yet any sign of fatigue. Imagine for a moment the concourse that would crowd together if proclamation were made in the vast halls of the dead, as well as throughout the abodes of the living all over the broad earth, that the blind old bard of Scio's rocky isle had another tale to tell, and that all who had found pleasure in his first two stories were invited to hear him! That assembly would be a sight worth the seeing! Only think of the multitude which no man could number, of all nations and kindreds and people and tongues, which such a proclamation would call together! The gathering would be second only to that of the Apocalyptic Vision. Foremost in that throng, at the very feet of the Master and near enough to touch his garment's hem, one would expect to see the youthful conqueror of

the world, the soldier-king who whether in palace or in camp could never sleep without a copy of Homer under his pillow, and who declared the Iliad to be, of all his possessions, the one thing worthy to be placed in the jewel-decked casket which was the chief treasure of all the priceless spoils taken from the vanquished Persians.

Somewhere in that strangely mixed multitude—and I hope where she would catch every word of the story—I am sure there would be found the slender form of a little child whose beautiful face rises now before me although I never saw her but once and do not know her name. A year or two ago this little girl, with a lady, probably her mother, was a chance visitor in my school-room. I should say she was seven or eight years old. It happened that we were talking in class that day about some of the stories from the Iliad, and I noticed that my little guest followed the recitations with many smiles and occasional confirmatory nods, or now and then a shake of the head at some incorrect statement, so I said to her, "Do you know about Agamemnon and Achilles and Helen and Paris and Hector?"

"O yes," was the eager reply, "Papa has told me all about them."

"And do you like these stories?"

"O yes!" again with the most rapt expression, "O yes, indeed!" with a little sigh of satisfaction, "I think they are the best stories in the world."

This was a little thing, but somehow it brought before my mind's eye what seemed to me a singularly pleasing picture—that of a father both scholarly and loving, with that pretty child at his knee to whom he was telling the old stories which were told for the first time so long ago, in the childhood of the race.

It is a long stretch of years from the time of Alexander the Great down to our own; and if we sought far and wide for a contrast in personality we should hardly find a more striking one than that between the invincible warrior on the throne of his world-empire and the delicate little creature fresh from one of our kindergartens. If one did not know a single thing about Homer's Iliad except that it was the book agreed upon as the

"best" by two judges so widely separated both in time and character, he would still feel sure that it must have in it much that goes straight to the universal heart of humanity.

There is nothing especially new in the statement of such a conviction as this. In speaking of Homer I am not actuated by a benevolent desire to "bring out" an obscure but promising young author. The only point on which there is anything to be said is the question how these tales can be presented most interestingly to a child. Doubtless the very best way of all is that adopted by the father of my little friend—the method which we have reason to suppose was that favored by Homer himself—that "papa" should tell them; but there are sundry and divers reasons why papa is not likely to do this for most of our children, so if they are told at all it must be done by us who stand *in loco parentis*. Unfortunately, however, there are teachers of children who have neither a story telling ability nor a love of the old classic stories themselves, and many of those scenes, to which none but Homer could do full justice, would be likely to fare pretty badly at their hands. The poorest printed version would probably be better than anything such teachers would give. But supposing the tales to have been told sympathetically and dramatically, we want them in a printed form even more than ever, for the child who has had his soul stirred by the telling is the one who will be most eager to read them, and to-day we are speaking of their value in inducing children to read.

There are a good many translations of the Iliad for boys and girls, but I sometimes wish there was one more. The well-known version by Alfred J. Church, as we find it in the volume named "Stories from Homer," is very good indeed for the reader who is up to it; but the slightly elevated diction which this translator uses—with very pleasing effect upon the cultivated ear—makes the story a little difficult of apprehension by any but our more advanced pupils. We all know what stumbling-blocks such expressions as these are: "My heart is loath," "Be not wroth with me," "It chanced in this wise," and so on. For a certain class of students, however, this rendering of the Iliad is excellent. I say advisedly, "As we find it in 'Stories from

Homer,' " for as it is given in the volume named "Stories of the Old World," it suffers a most "insupportable and heavy loss" in the editorial omission of the touching account of Priam's visit to Achilles to beg for the dead body of Hector. One remembers the words of Walter Savage Landor, "The hostile gods, the very Fates themselves, must have wept with Priam in the tent before Achilles!" How any living and breathing man with a human heart inside him could by any possibility select just that passage as the part to be omitted, if the limitations of his space demanded some curtailment of the story, is a question which I should say could probably be answered by only one person in the world—and that one person is the man who did it.

"Homer's Stories Simply Told," by Charles Henry Hanson, is another agreeable little book, though I think no simpler than Church's, and, to me, not quite so pleasing in style. It has the decided advantage, though, of making the whole story plainer by giving an introductory chapter telling the legends of Paris and C  none on Mt. Ida, of the golden apple, of the abduction of Helen, and some of the other preliminaries, instead of beginning as Church's story does, after the example of the original, with

"Achilles' wrath, to Greece the direful spring  
Of woes unnumbered."

For those who want something simpler and shorter than either of the books just mentioned, Charles De Garmo's "Tales of Troy, for Boys and Girls," is a pretty good little thing. The language is readily understood and the tale is very much condensed. It is the simplest English Iliad that I have found.

Midway between these two extremes there is another little book which I like pretty well, by M. Clarke, called "Story of Troy." It has the merit of being well printed, and of containing some good pictures several of which are reproductions of well-known works of art. This version gives a good many quotations from both Pope's and Bryant's Homer, which a few children will read and the majority will skip. They can usually be omitted, if a child so elects, with no break in the continuity of the story, but I am glad to have them here, especially those from



Pope, for the benefit of the few who are beginning to appreciate the fact that verse and not prose is the natural and fitting form of expression chosen by

"him who sings  
The immortal deeds of heroes and of kings."

Another reason why I like this book is because it has an introduction telling what is known—or rather what is not known—about Homer; and also a little of what the Greeks knew or did not know about the gods. All things considered, this is the volume which I would often give first to awaken thoughtful interest in the old poet whom Ruskin names as one of the two men who have moulded the thought of the world.

In speaking of the other Homeric poem, James Russell Lowell said, "Few long poems will bear consecutive reading. For my part I know of but one—the *Odyssey*." This story which a distinguished writer has recently aptly characterized as "a novel," has an unbounded charm for children. They all agree with Lowell in never tiring of the adventures of Ulysses. In fact I know some who have expressed the rather heartless wish that it had taken that luckless mariner twenty years instead of ten to get back to his faithful Penelope and his loved Ithaca.

As in the case of the *Iliad*, the *Odyssey* has been written out for children again and again. "The Story of Ulysses; for Youngest Readers," is in a very childish form—not too childish, however, to suit my taste to perfection. It is a dainty little thing. Then there is another book called "The Story of Ulysses; for Boys and Girls," by Agnes Spofford Cooke, which, though still in simple language, is intended for readers of a little higher grade. This is also attractive. The only fault with it is that in a few instances the lady who writes it does not discriminate finely between sentiment and sentimentality, and at times makes the story a little too sweet to be quite palatable. "Poor, weary Ulysses!" does not sound exactly Homeric. One wonders how the old struggler himself would have relished the idea of having babes and sucklings taught to pity him in that sort of patronizing fashion. But one should not be hypercritical. It is really a very good little book.

For still older readers there is the version by Church and the one by Charles Lamb—neither of which needs any praise of mine.

It will be understood that I have at this time no thought of indicating a consecutive course of reading. After so many classic myths I should certainly interpose something more practical and matter of fact before placing in the hands of a child the books of which I speak next; but there is not time to talk about everything, and I wish now to call attention particularly to some delightful volumes for young people which give an idea of the early religion of our own race. Children will read these books at first because they are full of brave old stories, but they will, by and by, feel something of the mysterious fascination in the great ideas underlying the marvelous old tales—the ideas of our forefathers concerning life and death and the dim unknown and “the old unalterable gods.”

Of the four volumes of Teutonic mythology which I have in mind, the smallest, and perhaps the simplest, is called “The Nine Worlds,” and is by Mary E. Litchfield. It is very readable, but there is one sentence in the preface which indeed must give us pause. The author calmly tells us that in this account of the religion of the Norsemen she has added somewhat from her own imagination, and we naturally hesitate a little about allowing Mary E. Litchfield—whoever she may be—to invent a religion for our ancestors to believe in. It strikes us, too, that she must be a bold woman to engage single-handed in this mighty undertaking. Even those two well-armed warriors, Duty and Destiny, resolutely as their machine-guns are now inflicting Christianity on the Malays, might quail before the task of reconstructing the religious beliefs of those savage old Scandinavians. On reading the book, though, one is reassured by finding that Mary E. Litchfield’s imagination has disported itself in minor details, and that the broad outlines are those of the Eddas.

“Wonderful Stories from Northern Lands,” by Julia Goddard, is another of these books, and is charming. The author says that she has clothed these old stories in language which she

trusts "the youngest child may understand with ease and from which even they who have left childhood behind them may derive some enjoyment." They may.

A third book, "Norse Stories Retold from the Eddas," by Hamilton Wright Mabie, though perhaps not quite as pretty a piece of work as Miss Goddard's, is still delightful—yes, very; and the fourth, "The Heroes of Asgard," by A. and E. Keary, is, I believe, the prettiest of them all.

Perhaps some of you have done me the honor of reading a little article that was published in the "American Annals of the Deaf," a few months ago, in which I spoke of a book, then just out, written by Madame Zenaide A. Ragozin, and entitled "Siegfried and Beowulf." Since that time the two stories have become very popular among my pupils, and the other day in the Northampton public library I was not surprised when the librarian happened to mention the volume to me as one which had rapidly found great favor with boys and girls in the city.

I suppose that most of us have been conscious at one time or another of a longing for a book which as yet is not—and that is a volume of tales from Shakespeare. I do not forget the charming work of Charles and Mary Lamb, but, grateful as we well may be for these outlines, we want something else first, something in simpler language and giving even fewer details. At the same time, our brief sketches must preserve something of the sweetness, the beauty, the dignity, the pathos of the originals, or we do not want them at all. Could such a book be written? It seems as if it might, but perhaps an attempt would show that it could be done only by a second Shakespeare. In the absence of such a book, however, it is by no means a difficult thing—on the contrary it is a very easy and delightful thing—to make many of Shakespeare's characters live in the minds of our children by simply telling them the stories, and after this they will read Lamb's tales with very great enjoyment.

These are some of the books which seem to me desirable for a school library. I have already intimated that one reason why I have chosen to say so much of myths and legends, instead of recommending the productions of more modern times, is

because I have found that children like them better; but there is another reason, growing out of changing conditions in the education of the deaf, which is even now of considerable weight and is becoming more and more weighty every year. This reason is found in the fact that more or less general knowledge of the literature about which the whole world is supposed to know something is demanded from students taking regular courses in the higher schools of the country, and, as year by year it is getting to be a more common thing for our pupils to enter those schools after they go away from us, it is wise for us to be working with that thought in mind, so that when one of these young people reaches the high school or college he will find that he has unconsciously stored up a vast amount of information which will stand him in good stead in his new and broader field.

"The larger hope"—in this expression readers of Tennyson will recognize a phrase from that immortal poem which has been pronounced "the most exquisite structure ever reared above a human grave." Those who may not recall the words in their original setting will still recognize them as the watchword of a large and steadily increasing party, composed of men profoundly earnest and often profoundly religious, who yet strenuously refuse to accept many dogmas which have for centuries dominated the hearts of earnest and religious men. Abandoning the despairing tenets in the creeds of the fathers respecting the great majority of the human family, the believers in the "New Theology" maintain that the outlook for the race is not despairing but full of cheer, that Christianity has a broader mission to fulfill than the saving of an elect few, and that development towards perfection will never reach its destined boundaries until it is as wide as the universe and as infinite as is the soul of man. With this belief they rejoice—as well they may—in the larger hope for humanity.

A change analogous to this in the broad domain of theology has taken place, within the memory of not a few present here this morning, in the narrow field which is the special province belonging to us as teachers of the deaf. A larger hope has dawned upon us. Only about three decades have passed by since the establishment at Washington of the first and sole college

for the deaf in the world. In the eloquent words of the distinguished President of that Institution on its first Commencement Day, that event did indeed "mark an era in the history of civilization." A higher conception of the possibilities in the education of the deaf was then developed, a conception which the swift-following years have been bringing to a realization. Results attained in that college have shown the world that deafness, even from birth, does not debar men from gaining the highest academic honors, and results attained in other colleges have shown that such deafness does not inevitably debar men from taking their places, if they prefer to do so, side by side with their more fortunate brothers, and keeping even step with them in the foremost ranks of the very highest educational institutions for the hearing which our country boasts.

It is good that even a few persons whose studies must be carried on in the face of such difficulties should be able to get their share of the best that our highest schools, our one college for the deaf, and our various colleges and universities for the hearing, have to offer to the most favored youth of the nation—good, exceedingly good for them, and a perpetual and measureless inspiration to all of us; but, after all, our deepest reason for rejoicing lies in the fact that the larger hope is for the many and not for the few. Scientists tell us that every drop of water down in the depths of the ocean is stirred by the mysterious force which lifts the tidal wave high up on the land; so every onward movement in the uplifting of any class in society is sure to affect the individuals in that class from the top to the bottom. A higher ideal for the highest means a higher ideal for the lowest; and herein is the full significance of the change which the years have wrought. It is not that here and there an exceptional climber has reached the mountain top, but that the great multitudes are a little farther up.

To only a very few teachers is the privilege vouchsafed of having anything to do directly with the higher education of the deaf. The great majority of us are engaged in very elementary work, but it is good to feel that we are making it possible for somebody else to go on with a certain number of our pupils from

the point where we stop, and build up the fair fabric of an education which shall include a considerable acquaintance with the world's great literature. It is better still to feel that what is so good for the future collegian is just as good for the child who drops school work when he says good-bye to us. Indeed, it is his duller life which stands, perhaps, in the greater need of the imaginative quickening, relatively small though it be, which will result from a dim comprehension of even a few of the masterpieces of the human imagination.

The books of which I have been speaking are most of them modified versions of some of these masterpieces. True, they are very little things, only a dozen simple books for children, but we realize what even this dozen may begin to do for some children when we reflect for a moment upon our own irreparable loss if from the world of our mental conceptions some inevitable decree should blot out, henceforth and forever, all traces of Shakspeare's women and Plutarch's men and Homer's gods. Imagine the blank in a life which had once known this gracious companionship, thus suddenly stripped of so many of its fairest and noblest realities and thus "dispeopled of its dreams"! The earth would echo to another lamentation like the cry which swept over the waters when the oracles ceased.

In the great question of the intrinsic value of works of literature, any individual may well accept the decision of "the wise years;" and the wise years have decided that human language has nothing finer than these old stories of devotion to duty, of fidelity to friendship, of loyalty to a chieftain, of love of home and of kindred, of heroic souls struggling against adverse fate, of reverence for the "Mastering Powers" which shape the destinies of mortals—in short, of all that is noblest in the relation of a man to his fellows, and of all that is highest in his worship of the gods. We may be very certain that whatever we are able to do in the way of familiarizing our children with thoughts like these is so much done toward the realization of the larger hope which to-day inspires our hearts.

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## THE HEREDITY OF DEAFNESS.<sup>1</sup>

The problem of the heredity of deafness has occupied the attention of the specialist for many years, and justly, because it is one of exceedingly great importance. As early as the eighties of the present century the comparatively great prevalence of deafness in America<sup>2</sup> caused the well known philanthropist Dr. Alex. Graham Bell to express the fear that gradually a deaf variety of the human race would be formed.<sup>3</sup> Physiologists by themselves cannot solve this problem. It has been impossible to demonstrate the existence of what might be termed "deaf matter," or of a degeneration of the secretions capable of producing deafness, such as is the case as regards consumption, lues, scrofula, and other hereditary diseases. Strictly speaking, deafness is not a disease, but the symptom of a disease, the result of same external accident (shock, fall, strong concussion of the air, etc.), of a malformation of the organs of hearing, etc. During the first years after the birth of a child it can in no case be stated with absolute certainty, whether a child is deaf or whether it is in full possession of the sense of hearing. The most careful mother is frequently deceived. She thinks her little child is able to hear, and still that child has perceived noises and sounds merely through feeling or touch. All that can be known with absolute certainty is that a child is sufficiently possessed of the sense of hearing if at the proper time it learns to understand and speak its mother tongue. It must not be inferred, however, that a child is deaf because it does not acquire this knowledge at the

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<sup>1</sup>From "Die Kinderfehler: Zeitschrift für Kinderforschung," (The Defects of Children: Journal of Educational Pathology) Vol. V, Nos. 1 and 2, Langensalza, 1900. Translated by Dr. H. Jacobson, Washington, D. C.

<sup>2</sup>Of the civilized countries only Switzerland has comparatively more deaf than America.

<sup>3</sup>Bell; Memoir upon the Formation of a Deaf Variety of the Human Race; Washington; 1884.

usual time. Apart from the sad case of idiocy, or the serious case of aphasia, etc., a child with weak motorial nerves may remain mute for a long time beyond the usual period when children commence to talk, and still it may be in full possession of the sense of hearing, and in perfect mental health. Whenever it has been shown that a child is deaf, it is nevertheless difficult and in many cases absolutely impossible to state whether the child was born deaf, or whether deafness set in some years after birth. In most cases, the terms "born deaf" or "became deaf" should be preceded by the words "presumed to have been" or "presumed to have."

Thus, the problem as regards the heredity of deafness remained unsolved for a long time. And yet, it is a question of the highest importance. If deafness is hereditary, it becomes our duty to search for the causes of an evil transmitted from one generation to the other, in order to adopt the proper means for combatting these causes. This is important not only as regards marriages where one party is deaf, or where both are deaf, but also as regards all other marriages; for it is a fact that most deaf children do not spring from marriages between deaf persons. The prevalence of deafness is far to little known. Although, owing to the absence of compulsory school attendance of deaf children in many countries (even in Prussia with the exception of the Province of Schleswig-Holstein) not nearly all deaf children attend school. The number of scholars in the German institutions for the deaf during the last year (1899) was 6,606—3598 boys and 3008 girls, and this at a time when the cerebro-spinal meningitis had not made its appearance as an epidemic, which some years ago made the establishment of a number of additional institutions necessary, which since then have been discontinued.

Attempts were made to approach the solution of the question by means of statistics. The Census commission of Ireland, in 1881, reached the result that the deafness of the parents has no influence on the children. Any one who knows in what manner census statistics are generally obtained, will not be astonished at this negative result. Various institutions for the



deaf proceeded in a more careful and scientific manner; but the districts from which they obtained statistics, and the extent of these statistics were much too small to draw therefrom any certain conclusions. *One* result, however, seemed to have been reached: although direct transmission of deafness could not be demonstrated, the "passing over" of one generation could be proved. It was found that deaf children of hearing parents frequently had deaf grandparents, uncles, aunts, etc., in fact, deaf ancestors. The fact of the "passing over" of one generation is not unfrequently found in cases of diseases which are classed among the hereditary ones, e. g., tuberculosis.

But, are we justified in speaking of heredity in cases where one generation has been passed over? It is quite possible for a person to make a provision by will that his capital should not go to his son, but should be placed on deposit until his grandson has reached the age of manhood, who would in that case become the heir in the place of his father. This would be a "passing over" of a generation. But there are no deposits for generators of diseases. An indirect transmission of a disease would, therefore, be a contradiction.

Let us take the case of tuberculosis. The tuberculosis-bacillus is transmitted from the parents to the children as a material germ residing in the blood. Then one of three consequences may follow. The most unfavorable is the early formation of new tubercles in the bodies of the children. These tubercles will gradually soften and lead to consumption, and to the festering of the lungs. In other cases, the germ of the disease may be prevented from increasing and spreading by nature's own healing power, and may gradually be eliminated from the body. In that case, there is of course no danger of transmitting the disease to another generation. But there is a third possibility. The inherited tuberculosis-bacillus rests quietly in the blood, simply waiting for a favorable opportunity to develop, and by settling in some organ to destroy its functions. To do this, it must mature; frequently the germ of disease requires a considerable time until it has become strong enough to show its full effect. Just as a grain of seed will develop to a plant

only in suitable, well prepared soil; thus it is also with that fatal germ. Weak lungs, a weakened system, are its most favorable soil. If the son of a consumptive person leads a very regular and temperate life, the inherited germ of disease will possibly never mature. It may, as we have stated above, be eliminated, but it may also remain in the body all through life in a dormant state, and be again transmitted to the children.<sup>1</sup> These probably know nothing about the consumption from which their grandparents suffered; but through a severe cold, some unusual exertion or something of the kind, the soil may be prepared for the growth of the germ of disease which has been inherited; and soon the first signs of disease of the lungs begin to show themselves. If this disease develops to a festering of the lungs, the festering has, strictly speaking, not been inherited, but simply the disposition towards it. In reality, a generation or a link, has not been "passed over" in this case, but it has been inherited. The danger of transmitting the disposition to some certain disease is doubly great, if both parents possess this disposition, no matter whether as a pronounced disease—which of course is the most dangerous case, or as a temporarily dormant generator of disease. The same or similar dispositions are most frequently found among blood-relations. It has been observed that historic families by continued intermarriages among their own members have degenerated and have finally become extinct.

If deafness were the symptom of only one certain disease, as consumption is a consequence of tuberculosis, the solution of the problem would—after what has been stated above—not offer any great difficulties, at least if this certain disease should be one of the hereditary diseases. But, as we have stated, this is not the case. No reason can be adduced why deaf parents, who have lost their hearing through some external cause, some shock, neglect, etc., or through diseases which are *not* hereditary, should

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<sup>1</sup>The heredity of tuberculosis is not a fact fully acknowledged by medical science, but is a matter of much doubt and discussion. It is said that only the disposition towards tuberculosis is inherited; whilst the tubercles are invariably transmitted direct, e. g., from grandparents subject to tuberculosis not to their children, who may possess enough vitality to resist the disease, but to the grandchildren who show a disposition in that direction.

be more disposed to produce deaf children than parents who are in the full possession of the sense of hearing. The cases are very rare where deafness is a consequence of an innate anomalous formation of the organs of hearing. It is, therefore, not necessary to investigate whether such malformations are hereditary. The only decisive cases are those where deafness is the consequence of some inherited disposition, e. g., towards scrofula, lues, etc.

It has already been stated that in many cases it is absolutely impossible to decide, whether the loss of the sense of hearing has taken place in the foetus, during birth, or soon after birth. If the child has become deaf after birth, the physician will in most cases be absolutely at a loss what to say when, after an institution for the deaf has been notified of the entrance of a child, he is to certify as to the time when deafness appeared, and as to its cause and degree. Not unfrequently he sees the child on this occasion for the first time, and has to rely on the statements of the relatives, which—as most deaf children come from the so-called lower classes—are absolutely unreliable. This is the reason that most of our institutions for the deaf place but little value on physicians' certificates.

It, therefore, seemed a duty to attempt the solution of the problem on the basis of a sufficiently extensive and carefully procured statistical material.

The merit of having caused the preparation of such suitable material belongs to the American philanthropist, Dr. Alexander Graham Bell. Possibly because he felt a special calling in this direction as the husband of a deaf wife, or because he is indirectly indebted to the matter of the education of the deaf for his considerable wealth;<sup>1</sup> no matter what the cause, he, in the year 1888, provided unlimited means for approaching a definite solution of the question of the heredity of deafness. After the labor of about 10 years, we have before us the work which is its result published under the title "Marriages of the Deaf in America;

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<sup>1</sup>See the article "How the Volta Bureau was founded," in "Kinderfehrer," Vol. IV, 1899, part 6, p. 198.

an inquiry concerning the result of marriages of the deaf in America;" by Edw. A. Fay.

The material used for this work is safely deposited in the fire-proof vaults of the Volta Bureau.<sup>1</sup> In order that Mr. Fay's conclusions may be examined by competent men, this work—a volume of 527 pages—has been published in an edition of 1200 copies, which for the most part have been distributed free of charge. About one half of the edition was sent abroad. Germany received a very large number; and competent German authorities are asked to examine the work. The "Kinderfehler" numbers such men among its contributors; and a copy of the work has, therefore, been transmitted to the editors of our journal.

Owing to limited space and time we must here confine ourselves to giving the principal *results* of these statistics, and the *conclusions* which Mr. Fay draws therefrom.

O. DANGER,  
*Emden, Germany.*

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<sup>1</sup>This caused Dr. Bell an expense of about 25,000 marks.

*Translator's Note:* The second part of the article (in No. 2 of the "Kinderfehler") therefore contains no criticism whatever, but simply extracts from Dr. Fay's book, offered without comment. The articles conclude as follows:

"As a reason why deaf persons should marry the deaf, it is stated that only such persons would be able to understand each other so as to make the marriage a truly happy one. This may possibly apply to the pupils of the older institutions who, in addition to the somewhat cumbersome written language have only learned a language (the language of signs and the finger alphabet) which is entirely unintelligible to persons possessed of the full sense of hearing. But, as is shown by the many happy marriages between hearing and deaf persons, it does not apply to the deaf who have been instructed by the German (the speech) method. It should, therefore, be taken to heart, what Dr. Bell, who is very happily married to a speaking deaf lady, told the students of Gallaudet College in Washington in 1891: 'your prospects of a happy marriage are far greater if you select your wives from among the millions of hearing young ladies in this country, than if you take them from the small number of deaf ladies.'"



CHEFOO, CHINA.



## HISTORY OF THE CHEFOO, CHINA, SCHOOL FOR THE DEAF.

SCHOOL FOR THE DEAF,  
CHEFOO, CHINA, May 2, 1900.

ALEX. GRAHAM BELL, LL. D.,

President of the American Association to Promote the  
Teaching of Speech to the Deaf, 1331 Connecticut  
Ave., Washington, D. C., U. S. A.

*Dear Dr. Bell:* It is with pleasure that I comply with your request in your letter of last November for some account of my School for Chinese Deaf. I will give, as briefly as possible, the circumstances which led to its establishment and its present conditions, reserving for a later letter the account of the speech work.

I had a little half-brother, who became deaf in infancy, whose education his mother and I began at home. I afterwards went with him to the Deaf-Mute Institution, at Rochester, N. Y., where he became a pupil and where I taught several years previous to coming to China in 1884. When leaving Rochester I promised the little missionary society in that school, "The Silent Workers," that I would find some work for them to do in China. Dr. Mills' sympathies were as tender for the deaf as were my own, made so by the like affliction of a little son, also a pupil in the Rochester school. In one of Dr. Mills' country churches there was an elder who had a deaf son. He was greatly interested in this boy and often said to me, "When you get hold of the Chinese language sufficiently we must have Elder Liu's (劉子) son come and see what you can do for him." It was in '87 that his wish was realized, having been made possible financially by gifts from "The Silent Workers." The boy was a sturdy little fellow of about ten, so helpful at home that his father objected to letting him go to school; but rather than give up getting the boy Dr. Mills offered the father a small sum of money with which to hire occasional help; thus was the first

pupil for the school obtained, which afterwards had on its roll seventeen pupils, tho' they were never all in attendance at one time. My native teacher, Mr. Li (Li), with whom I had been studying the language, became my assistant in the school and his wife the matron. The expenses of the school were light as there was no rent to be paid, only the teacher's and matron's salaries, the food for the boys and the clothes for the poorer ones.

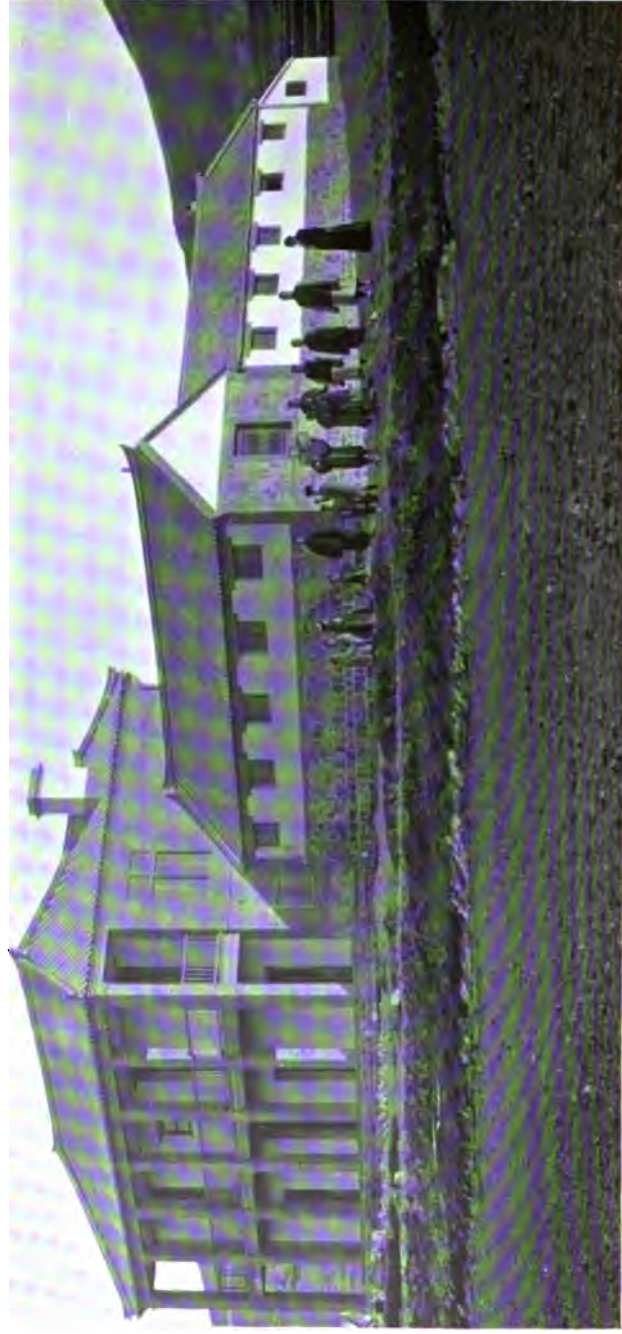
In July of '92, it became necessary for Dr. Mills and myself with our family to return to America and we left the school in Mr. and Mrs. Li's care with a little over-sight from one of the missionaries. We were away from China two years, returning in June of '94. The school had done only fairly well during our absence. The elder's son had been taken home. He was a pupil to be proud of, having learned to speak so well that people would not believe that he was deaf. Later, when my school was closed, there was some talk of Mr. Li going to Peking and opening a school on his own responsibility; but before arrangements were completed I became convinced that he was smoking opium and I put a stop to the plan.

In June of '95, my husband received the summons into the presence of the Master whom he loved and served, and our plans were broken up. As the wife of a missionary I had been at liberty to engage in any work I chose provided it was approved of by the members of our station. Now two courses were open to me, namely, to take my position as a regular missionary of the Board and do the work appointed to me by the mission of which I was a member, or to try to work up the interest in the deaf school sufficiently to secure my own support as well as that of the school. My colleagues felt that it would be useless to ask our Board, the American Presbyterian, to take up this special work, as it had already refused to do so in the case of the blind, when asked by one of our own missionaries. I speak of this because so many have asked how it happened that I left the care of the Board and have expressed their surprise that it allowed so interesting a work to pass out of its hands.

The interest in the school had grown both in America and Great Britain. Gifts had increased so that we had always had







SCHOOL FOR THE DEAF, CHEFOO, CHINA.

more than enough for our needs while running the school in the way we were doing, but the question was, could a place for the school be provided and my salary met in addition to this. The school had hitherto occupied rooms belonging to the mission to which we had added three small sleeping rooms and a kitchen, using funds of the school for them. I felt very strongly that if rightly managed it should receive from the deaf of Christian lands and their friends a liberal support. This would require some time to bring about, and in the meantime, there seemed nothing for me to do but to close the school and go into direct mission work which I did in Feb. '96, at the same time writing to the friends who had been helping the school asking what their wish was in regard to it.

The work appointed to me was among the women, which necessitated long journeys into the country in the spring and fall and there were difficulties in this not easily overcome. I enjoyed the work, however, and should not have minded the physical discomforts had it not been that my little children had to share them with me. I saw more and more clearly, every trip I made, that it was impracticable; and always down in my heart there was the longing that I might some day again re-open the school for the deaf. I knew of no one else in China who was planning to do this work which if I did not do might be delayed for decades. The friends in America and Great Britain, especially Scotland and Ireland, where interest had been most aroused, were greatly disappointed that I closed the school, and were inclined to try to raise the whole amount required.

During '97, two circumstances brought me to a decision. One was that as other workers had joined our station, more house-room was needed, and I was occupying rooms that others could use. My colleagues were anxious to have me continue the work among the women, and were very willing to ask our Board to give me a home in the city where I could reach the people easier during the months I was not out in the country, if I would bind myself to remain in direct mission work while I stayed in China, and I was asked to decide soon. There would be considerable outlay necessary in renting and fitting up a native house

for me and of course they did not wish to go to this expense if I contemplated re-opening the deaf school. They were quite right in this, and you will see that this condition of affairs and the pressure of circumstances admitted of very little further delay in working up the interest and raising funds for the school. I did not feel at liberty to promise not to open the deaf school again. The circumstances which led me to China and that gave me an interest in the deaf and a knowledge of how to teach them seemed too markedly providential for me to lightly disregard them.

The other circumstance that really finally decided me in favor of opening the school was a letter from Dr. Westervelt, of the Rochester, N. Y., School, in which he suggested that I ask to be released from my connection with the Board for one year, open the school, either in Tengchow which was my old station, or in the Port of Chefoo, and he would see what could be done in raising funds, and he gave his personal guarantee to meet any deficit for the trial year.

This was to me a direct answer to prayer and a clear indication that I was to go on with the work. I took the letter to the other members of our station and it seemed, as one of them said, to be laid upon me in a way that I could not refuse; consequently, at our annual meeting that fall I asked to be released from direct mission work for one year. This was granted and my colleagues and the members of our Board gave me "God speed" in this new enterprise.

I took what funds were in hand belonging to the school, which amounted to \$1342.04 (in Mexican silver dollars), and moved to Chefoo in February of '98, where I rented a new Chinese inn, and in March I opened the school which soon numbered seven pupils.

I should like to draw a veil over the history of the first few months of the school. I, indeed, wrought in tears, for my only little daughter, our sweet little Ruth, went to join her father in the Heavenly home, and for us the very sunshine faded. The blow unfitted one for writing letters to the home friends, either private or for the public, as I should have done at this interesting stage of the work. That God brought me through that sorrow with

strength of heart and mind to go on was another indication of His loving favor.

At this time I did not consider my work as one run on strict *faith* lines, only prospectively. In my letters to Dr. Westervelt I had tried to impress upon him my unwillingness to be in any way responsible for the raising of the funds further than furnishing information about the school. I felt that I must have some one at the other end of the line to do that,—a Committee, or some one who would see that we had what was needed; but this was not to be. Dr. Westervelt's letters were hopeful. He thought he could raise one thousand dollars in U. S. currency and proposed to issue an illustrated booklet giving a history of the school and calling the attention of friends of the deaf to its work. Important matters, however, absorbed his time and energies during a large part of the "trial year," and he was unable to accomplish either of these ends. He gave liberally himself and his school sent a more than generous gift. Still the one thousand dollar mark was not reached and very little about the school was printed, so that the end of the year found me with small credit in the bank, though the school was in a flourishing condition with every indication of growth and success.

I consulted with my friends here in Chefoo and they advised me to go on with the school. They thought, as did our Presbyterian Board in New York, that it was an unique work, the very pathos of which would appeal strongly not only to Christian workers in all lands, but to philanthropic people generally, and that humanly speaking we would lack nothing. So I went on into the second year, and the results have justified the step. The school has increased to fourteen pupils with almost no effort on my part, the gifts have nearly doubled, and the actual running expenses of the school have been amply met. Had it not been for the extra expenses incident to fitting up and making comfortable the new school home, we should have closed the year with a balance to our credit.

Thus we went on through the second year, tho' it became evident that for health reasons the school could not remain longer in the inn. The surroundings, over which we had no

control, made the place unfit for a home for anyone. So we formed a Committee, made plans, borrowed money from a native bank, bought land and erected buildings for the boys' school, which we are now occupying. I should perhaps say just here that it was impossible to rent a suitable place, and the thought was that the interest on the money borrowed should not exceed the rent paid for the inn. As an actual fact it does, however, but a subscription to the school from the bank, which promises to be annual, lessens it again. The site which we have is a beautiful one, the location healthy, and the ground ample for two moderate sized schools,—one for boys and one for girls. Several girls have applied for admission, but we have been obliged to refuse them. The conditions under which we have the money from the bank are such that we can pay it back, wholly or in part, any day that we may have the money. The debt, however, we greatly regret and want to make it a thing of the past as soon as possible.

I had written, near the close of the third year, to Dr. Westervelt asking him to renew his guarantee, but he evidently did not see his way clear to do so; at least he never replied directly to my request, tho' he renewed his efforts to raise money. This really threw me into the very position that I had been trying to avoid,—that of carrying on a work on *faith*, a position I had not sought and one I should have hesitated to accept had it not been thrust upon me. Doubtless Dr. Westervelt felt that this was the very best basis on which the school could rest, and I believe myself now that it is, but I was not quite willing at first that it should be so. This did not come so much from a lack of trust in God as a lack of confidence in myself. The thought that God was requiring me to run a school for the deaf in China on *faith* frightened me. It seemed necessary to exercise a faith that I did not possess. As I sought guidance in prayer and in His word I found His promises on this very subject to stand out on the pages of my Bible as if printed in capital letters. Often, in selecting a text for the day, have I turned away from such and selected one that seemed to have a humbler, less confident note in it. I felt too unworthy, too weak to be thus hon-

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MRS. C. R. MILLS, WITH HER NATIVE ASSISTANT AND TEN OF HER DEAF BOYS.



ored, and could not quite believe that such promises were really intended for me, tho' they might be for others. It was wonderful how God led me on step by step until I saw that He 'did mean me, and until I was willing to work in faith, taking just what He sends.

Circumstances brought me during this last winter into close personal contact with members of the China Inland Mission, that great missionary enterprise inaugurated by the Rev. J. Hudson Taylor, on pure faith principles. I found in their meetings which I attended something very helpful,—a strong faith that looked to God, not only for spiritual gifts, but for the smallest temporal need and for help in the minutest details of life. At the same time there came into my hands the account of the life and work of that sainted man, George Miller of Bristol, which I have read with the deepest interest, as almost a message from God to me. The language of faith of this kind was new to me. Not to be perfectly sure of a fixed sum every month was a new experience and one to which I have had to grow accustomed, but I have come to see in every gift to the work, however small, an answered prayer, and I can look through the bright lens of faith into the near future and see in imagination the school for the boys all paid for and equipped and one for girls started. That I have had many anxious, depressed hours I cannot deny. The thought of the debt that I was incurring has so unsettled me that much of the time I have found it next to impossible to sit at my desk and write; but every time when it looked the darkest, something has occurred to encourage, and when funds have run the lowest, then I have felt less inclined than ever to give it up. Surely God cares for his deaf children in China and *He will provide.*

The interest shown by the friends here, and the prayers offered for the success of the school, and the help given, especially by the members of the Committee, have tided over a trying time, during which I have grown willing to take just what He sends. But the debt *must* be paid off. God's work must not be carried on on borrowed money. Once out of debt on no account will we incur another, tho' our plans contemplate, after pay-

ing off the debt of three thousand and three hundred dollars, (\$3300 U. S. currency), the outlay of at least five thousand dollars for a girls' school and a modest home for the foreign teacher in charge. It may be that more than that will be required. If it is, He will send it.

I have gone rather more into detail than I intended to at the first, but I felt that you should know how and why I am in this position.

Before closing I wish to express again my thanks for your timely interest and offer to make the work known through the pages of *THE REVIEW*.

My next letter, giving the account of the speech work, etc., will be mailed in a few days. Until then I remain, dear Dr. Bell,

Yours very sincerely,

ANNETTA THOMPSON MILLS.

## A LITTLE DAY-SCHOOL PUPIL.

Do our larger and more thickly populated states need more than one school for the deaf? Are the small day schools or classes receiving state support in Wisconsin, Ohio, Illinois, and Michigan, needed and helping the cause of education of the deaf? are much mooted questions.

"The day-schools and boarding schools supplementing each other," Dr. J. C. Gordon calls "the ideal system." Fifteen years ago I advocated a boarding school in preference to a day-school, for, by actual experience as principal of the Rhode Island State School for the Deaf, I encountered many difficulties and drawbacks in a day-school for a state school, though in the smallest state in the Union. Four years later I was as strong an advocate for smaller and more local schools in one of the largest and the most thickly populated states, especially for the little ones when orally taught, and it is of the utmost importance to begin when the children are very young. I am proud to say that it was mainly the influence of my school for little children at Albany, N. Y., through the board of trustees on the state legislature, that the law of New York State was amended admitting children as young as five years of age to any one of the eight schools in that state; vide, my official Report and History of the Albany Home School for the Oral Instruction of the Deaf, issued in June, 1893.

Now, after twenty years' experience in state, boarding, and day-schools, and small private classes, if I may be allowed to quote a special case in favor of a special effort, I will make some statements relative to one of my babies started last fall before four years of age, in one of the small day-schools or classes of Illinois, which might prove interesting reading at least, to the readers of THE ASSOCIATION REVIEW.

This little one, just four now, is as full of life and play as most children of his age, and up to the time his instruction began, had generally followed whenever and wherever his sweet will led. The muscles of his nose and lips were somewhat stiffened and rendered immobile on one side of his face from partial paralysis, which may have been the cause of his deafness,—which is total. This deafness dated back from birth, or very early infancy, for he had never learned to speak a word through hearing. The slight facial defect, with his shyness arising perhaps from his hitherto inability to express himself and understand others, led some, not well acquainted with him, to suspect that he was mentally deficient; but far from it, as you will soon perceive.

One thing he had always done that helped him in learning to talk. He had always used his voice in little inarticulate calls or exclamations. He had noticed, I suppose, that he could gain the attention of people in this way; and he had kept up a cheery, vocal clatter or chatter. This, I think, kept his vocal chords or organs flexible and mobile—prepared for articulate speech. He learned to utter a number of the elementary sounds and some words in two weeks' lessons. His voice was clear and pleasing—no nasal or guttural quality or huskiness, so hard to contend with; very like the broken, imperfect speech of an ordinarily bright hearing child just learning to talk. The eyes lightened and the face grew more expressive with the light and delight of perception and intelligence, and the slight muscular defect was hardly noticeable.

After two months' instruction Alfred had acquired nearly all the elements or crude building material of language, reading from the lips, repeating distinctly and writing the characters—letters—representing them, using Webster's diacritical marks indicating the long and short, hard and soft sounds and sometimes numbering or using other private marks of my own; *s*, *z*, *ch* and *j* he could recognize and write but had difficulty in uttering. Generally he had to be started on *t* or *d* to get *ch* and *j*. He also had about fifty words; always showing in some way what they meant—usually pointing to the object or picture

for the nouns and performing actions for verbs. My illustrations are simple and natural as one would use with any infant to amuse, comfort, pet or reprove, long before he can express himself in speech. As soon as Alfred learns a word it is written on the frame of his slate for practice and use. He very often applies it correctly after the first lesson and seems glad and proud that he can speak it.

A word or two about writing. I teach the written word with the speech word. Alfred writes and spells the words and little sentences he knows, as well as most ordinary school children of twelve years of age, and better than many grown people possessed of all their faculties. I say this because I know that some do not teach writing at first, and even later only mechanically as an exercise entirely independent of association with spoken words.

At the end of four months my baby could repeat after me the words of the little prayer of our own childhood, lisping, "Now I lay me down to sleep." The combinations of *j* and *s*'s in the last line, "This I ask for Jesus' sake," were very difficult for him, but he is gradually mastering them by frequent practice. He stands, folding his little hands in the most reverent manner; raising his eyes at the words "Thee Lord," as though he knew perfectly what meaning the words conveyed, which of course he is not able to grasp at this stage. He assumes the attitude and expression because others have set the example for his training; but I feel that the association between a reverent manner with the words of a prayer and the names of the Deity, have an influence for good that will help even the little ones and will grow and strengthen as time goes on and the child gains some idea of God and learns that true "prayer is the soul's sincere desire." I am not, and never have been, one of those teachers who insist on never giving a child any exercise—words, sentences or connected sentences—that the baby mind cannot grasp the meaning of for the time being. I contend that they may as well take a part, at least, of their necessary drill in combinations and connections that mean something. With deaf children, exer-

cises in elements, syllables, words and simple sentences can be carried along together, alternating for variety. Whatever a child is able to speak he should be trained to say as well as possible. The sense of it, if he cannot grasp now, will come to him later and gradually.

Ten years ago I taught a pupil whom I started, several forms of prayer and a "blessing" to ask at meals. He wrote me from his home after a year's instruction, "Papa 'please God bless,' no; V—— 'please God bless,' no; I, 'please God bless,' yes." A week or two ago I had a letter from his mother saying "H—— is an earnest Christian and will soon unite with the church. He never gives me a moment's anxiety in that way. I attribute his piety almost entirely to your early, faithful training, God bless you!"

At the end of six months Alfred is in possession of nearly 300 words. About 180 nouns and pronouns, 100 verbs, adjectives and other words, and can count or number as far as five. He can construct many little sentences and demonstrate their meaning. He has thought out some of his little sayings all by himself, and with others, with a very little help. For example, he knew that the pronoun *I* meant himself, and *you* meant the one to whom he was talking, and his way of expressing love was by an embrace and kisses. He almost took my breath away with delighted surprise by pointing first to himself, saying "I," then at me, saying "you," when throwing his arms around my neck and volunteering, "I love you;" and what pleased me most; was that he did not follow the order of the pantomime, "I you love," but gave the words in the proper order.

He has his favorite words as have most children, the fancy being determined or governed by one reason or fact, then another. Some of them are: mama, Alfred, boy, Alma (his little baby sister), baby. He knows all the family names, twelve or fourteen in number. Alma, Lillie, Willie sound like a lullaby from his baby liquid tongue. I have always contended for the short *i* vanish on those diminutives, but I have given it up in his case. Miss Moffat is right (vide her article in the *Annals*; I cannot exactly give the reference as I have not the copy with

me.) The long *ē-ee* is more easily spoken and more pleasing to the ear.

To go on with the list of his pet words. He uses his pronouns more correctly than any deaf child I ever taught: I, me, my, mine, we, our, you, your, both, all; now as spring advances and bugs begin to fly, he has caught two or three and bringing them to me, "butterfly?" with the rising inflection in his eyes—and *colt*: he is wild over a little one that made its appearance on the farm the other day. He says, "colt, baby, small!" flag—he is very patriotic; ball, top, flower, hat, shoe, water, bread, butter, candy, eye, mouth, tooth, thumb, arm, toe, school-house, etc. He called the full moon, "ball" the first time he noticed it after learning to talk. His pet verbs, adjectives, and other words are love, kiss, bow, come, go, fall, walk, run, cry, wash, sew, look, large, small, good, bad, fast, slow, yes, no, etc. He "bur-rs" his r's like a true Illinoisan. Looking from the school-room window and seeing the dog running across the yard, he clutched and drew me so that I could see too, exclaiming, "Look! Dick run." I added the *s* after *run*. A book of illustrations dropping from his desk to the floor, he looked up quickly, saying, "Book fall." I was giving him an exercise on the parts of the body. He volunteered, "Alfred two eyes, one mouth." He makes his speeches to suit his ideas. Such words as the, have, has, to, at, on, in, etc., I have to supply. After being corrected on one statement, he will make similar statements himself. I have to supply the *s*'s for his plural nouns. Sometimes when I start to show him or tell him, he will push me away, hold my hand or put his fingers on my lips to stop me, which for such a baby, and after only six months' instruction, seems phenomenal, as some one expressed it.

He is very fond of picking out words that he knows from the various charts around the school—I have some forty or fifty of them; he recognizes the similarity of words and is just as observing in regard to silent letters: *k* at the beginning of *knife* and *b* at the end of *thumb*, he noticed what I did not sound, and several times pointed to them and emphasized them himself. I said "No," and crossed them out. He has never failed since, when writing those words to cross out the *k* and *b*. He is gener-

ally very particular about his initial and final sounds, which is well worth noting for all oral teachers of the deaf know how forgetful their pupils are about such, particularly the vanishing sounds and when they do remember, how apt they are to exaggerate them. Alfred's final *k's*, *t's*, and *d's* come out distinctly, but are seldom overdone.

Now, that I am through, some will say, "Well, she has happened to come across one of those uncommon specimens, but have not the circumstances—the special time and attention provided for and that can be given in a small school—something to do with this case of unusual development?"

If there is any application to be made or encouragement to be drawn from this little one's progress, in regard to the methods used or the kind of school, I will let the readers feel and make them. One thing I hug to my soul is the delight of teaching under such circumstances.

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## THE ICHTHYOSAURUS, THE CAVE BEAR, AND THE MALE TEACHER.

Many years ago, when I was young, the president of a southern college showed me a letter which he had received from the principal of a school for the deaf. This principal was in search of a teacher. He wanted a robust young man of scholarly attainments, one who was an excellent teacher, who was moral to an excess, and who was willing to make the teaching of the deaf his life work. My purblind friend, the president, was sure that I was the man for the place; and he urged me to apply for the position.

At that time my acquaintance with the deaf was limited to one peripatetic vendor of alphabet cards. This oleaginous individual used a greasy slate to advertise wares which had accumulated more unctuous matter than would seem possible when we take their size into consideration. This specimen did not awaken in me any feeling of love or pity, or of interest in the deaf as a class. I am sure that in entering upon the work of teaching the deaf, I was not prompted by philanthropic motives. While I would have disclaimed any intention of giving my life to the deaf, I was not mercenary; for I had just declined a position which would have paid me a larger salary than I have ever received as a teacher of the deaf. My friend urged me, and I took the place without knowing why; so, like others under similar circumstances, I thought I had a "call."

The principal who must assume some of the responsibility for my errors, then believed there was a bright future for active, earnest, educated young men who chose to teach,—and I will say to his credit that he has done his best to help them. But since that time a number of able young men have entered the profession apparently under the most favorable of circumstances, and soon retired, because there was not sufficient inducement for them to remain. As for me, I suppose I am an average teacher,

and I have met with average success. What I have to write is not concerning self, but in defence of young men who, if given a fair opportunity, would doubtless have done far better than I.

Since I began teaching the deaf the number of instructors has increased about one hundred per cent., while the number of men has remained practically unchanged. Every year the percentage of male teachers grows smaller. For a long time this has also been true of the public schools, as the following statistical table will show:

PERCENTAGE OF MALE TEACHERS IN PUBLIC SCHOOLS OF THE  
UNITED STATES SINCE 1870.

YEAR	PERCENT.	YEAR	PERCENT.	YEAR	PERCENT.
1870.....	41.	1880.....	41.7	1890.....	33.5....
1871.....	41.3	1881.....	39.7	1891.....	32.5....
1872.....	41.9	1882.....	38.2	1892.....	32.....
1873.....	41.6	1883.....	37.9	1893.....	32.2....
1874.....	42.2	1884.....	37.4	1894.....	32.6....
1875.....	42.3	1885.....	37.4	1895.....	32.6....
1876.....	42.8	1886.....	37.4	1896.....	32.6....
1877.....	43.1	1887.....	36.4	1897.....	32.2....
1878.....	43.3	1888.....	34.9	1898.....	—.....
1879.....	42.8	1889.....	34.5	1899.....	—.....

Statistics for 1898 and 1899 are wanting.

It is a needless waste of tears to weep over the ichthyosaurus and the cave bear. They are gone and gone forever. There was a time when I was inclined to bewail the fate of Jephthah's daughter, but a study of chronology invariably brought composure. The poor Indian, who slowly and sadly climbs yon distant mountain and reads his doom in the setting sun, has a more immediate claim upon our lachrymose attention. Yet he is not so deserving as the men who licked George Washington, Daniel Webster and Abraham Lincoln into shape. These are going, rapidly going, at the rate of three sad tenths of one per cent. per annum.

The contemplation of these figures fills our cup with woe; but when we think of the obsolescent male teacher of the deaf, our cup runs over. Let us study the steady decline of this noble animal from a sober, statistical standpoint.

PERCENTAGE OF MALE TEACHERS OF THE DEAF IN THE  
UNITED STATES SINCE 1870.

YEAR.	PERCENT.	YEAR	PERCENT.	YEAR	PERCENT.
1870.....	61	1880.....	47	1890.....	40
1871.....	62	1881.....	45	1891.....	39
1872.....	62	1882.....	48	1892.....	38
1873.....	59	1883.....	42	1893.....	36
1874.....	56	1884.....	43	1894.....	33
1875.....	57	1885.....	42	1895.....	32
1876.....	56	1886.....	42	1896.....	30
1877.....	51	1887.....	41	1897.....	37
1878.. .	50	1888.....	42	1898.....	34
1879.....	48	1889.....	40	1899.....	35

These percentages are compiled from statistics supplied by the American Annals of the Deaf. The figures would indicate that in 1897 the men had fortified a kopje, and begun a desperate fight against extinction; but this is in appearance only. In 1897, for the first time, the Annals included the teachers of trades in the total number of teachers. This increases the percentage of male teachers, for I think we can safely say that at least two-thirds of the teachers of the industrial departments are men. But even with the mechanics as their allies, the men are fighting a losing battle. The figures reveal a further proportional decrease of men. In 1899, the proportion of increase of the industrial departments was greater than that of all the men during the year, showing that the men did not really earn their increment of one per cent.

I mean no disrespect to women when I dwell upon the pathetic paucity of men in our profession. There are not too many women, but too few men. Even if there were more than enough women, I could reconcile the superfluity with the eternal fitness of things on the principle that of women "more than enough is a feast."

Some have said that the great increase of female teachers is due to the growth of the oral method. I freely concede that for certain lines of oral work women, as a rule, are better adapted than men. Their lips are more easily read,—they have more practice, perhaps,—and women do not wear beards. Still we must remember that many of a pupil's relatives are men, horrid creatures, "bearded like a pard," who will not form their words

as a woman will, and as everybody should. Having no legal right to exterminate the male line of relatives, we must do the next best thing—prepare the pupil for communication with his father, uncles, and big brothers. The pupils should have practice in reading the lips of numerous persons, persons with beards and persons without beards. Every oral pupil should have male as well as female teachers.

It is sometimes said that men should not teach; that they should be in some better business. I concede that teaching is not so profitable as practicing law before the supreme court, or presiding over the destinies of a great railroad. Still I have been told that the teachers of Philadelphia have better credit in proportion to their income than any other class in the city. Men of good standing in their communities devote the greater part of their time to raising cattle and hogs. Surely it is just as respectable to train the mind of a child. I have no doubt many persons thought Froebel should have been in bigger business than that of telling women how to play with the toes of a baby; still I am glad Froebel was not an undertaker or a real estate agent.

Every boy and every girl should be under the influence of both men and women. We are not preparing our girls for the nunnery or our boys for a cave in the desert. Our pupils must go into a world peopled by both sexes; they should learn to be manly and womanly. They should be trained by men and by women.

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## BACKWARD CHILDREN.

### III.

Some children remain under instruction as long as three years, meanwhile learning to write and speak several words, yet not fully understanding why we write and speak, or that all persons and things have names. These are certainly extreme cases of dullness, but they are by no means the most difficult to teach, for after they have once discovered for themselves the use of writing and spelling they can be taught like the average deaf child. To draw out, develop, and prepare the child to take up written language work is what the most time and thought is given to in my class. The average teacher generally knows how to encourage the growth of language in her pupils after the pupils have once taken hold of it, but we do not all realize that the most serious mistakes are made before the child has taken up language of his own free will.

There is at present a boy under my instruction whom I shall call Willie. His language, if we take one sentence at a time, is probably the best in the class, but, when the relation of one sentence to another is considered, his language ranks very low. He writes after this fashion :

#### What Willie said:

A bird fell on the ground. A boy hit it with a stone. I took a walk. I saw a bird and a cow. He threw a stone at it. It died.

Dear father, I got your letter. I bought some candy. I am well. I found five cents in it. I ate it. I bought a stamp. It was sweet. I like it. I thank you them.

#### What Willie wanted to say:

I took a walk. I saw a bird and a cow. A boy threw a stone at the bird and hit it. It fell on the ground and died.

Dear Father, I got your letter. I found five cents in it. I bought some candy and a stamp. I ate the candy. It was sweet. I like candy. I thank you for the money and letter. I am well.

These are by no means the worst examples of his writing. He cannot recite his lessons in the order in which they are written, though he will write all the sentences some place without any regard to their meaning. Questions confuse him, and while at times he does use language correctly in an offhand manner, still he is a child who has to be taught with the greatest care.

From following similar cases I am led to believe that this curious state of affairs has been brought about partly by the child being forced to use language before his mind was in a proper condition to do so, and partly from the natural method of teaching language being carried so far that no place was given to the other educational methods whose purpose it is to strengthen and direct the mind rather than teach language directly and whose value in connection with the development of the minds of these dullards cannot be over-estimated. By the natural method I mean that mode of instruction by which we give a child *only* the language he needs and give it at such times and places that he will get the meaning of it without much effort on his part, and without any explanation from the teacher.

The natural method is used by myself to some extent with results showing that the pupils take to language more readily than when taught by any other method, yet an early show in language is not and should not be the end and aim of first-year work. To have pupils think, remember, and give some consciously directed attention to what is said and done is pre-eminently important at this stage of their education; unless backward children are trained to do this at the very beginning, there will come a time, all too soon, when it will seem almost useless to continue instructing them, though their progress in language the first few years gave promise of better results.

A child's mind naturally skips from one thing to another, and then back again, and if a teacher follows the child blindly, with no other purpose in view than to give him language as he may need it, she will succeed, and he will have language indeed, but of a rattle-brain sort, without the power to present facts as they really occur.

Willie's case is not the first or worst one of this kind that has

been given to me, so the exercises he is taking to give him the required mental discipline have been tested with results that recommend their continuance in such cases.

The exercises in which language was not used as a means of helping memory seem to have produced the quickest and best results. I do not wish to be understood as saying that language is not a powerful mind developer and that it should not be used at all times and places when possible, but here I am speaking of a peculiar case and if the pupil is not handled properly in time he will continue to give his teacher an incomprehensible mixture of language and facts. Here are three exercises from which children like Willie have derived much benefit:

The first is to draw an animal, or part of one, on a black-board while the child looks on—erase it and have him draw one as nearly like it as possible. He must begin on that part which the teacher drew first, and draw the other parts in the order that she did. The second is to put a book on one desk, a slate on another, and a pencil on a third. Collect them and have the child distribute them in the same order. The third is to perform some physical culture arm movements and have the child give them five minutes later in the same order. He is not, in order to help his memory, to sign, write, or go through the exercises while the teacher is giving them. One of these exercises is given every day, and each day they are made a little longer and more difficult. No two exercises are exactly alike.

Just why the same results were not produced by allowing the children to describe these actions in writing, I do not pretend to say. It is true that while writing, their attention is divided on the order of the actions and the language they are using, but before signs in the school-room were prohibited I told short stories in signs and made such pupils as Willie repeat the stories in signs without departing one jot from the details or employing any signs except those I had made.

At that time these peculiar cases came to me from strictly "purely-oral" schools, where, if signs were made at all, they were certainly very different from the ones employed by me, yet a steady growth of that power which enabled them to keep their

mind on one subject for a given time was noticeable, while there was no falling off in their daily practice of language, such as follows when "straightening out a child's language" is undertaken by "beginning all over again." On discarding the sign exercise the physical culture lesson was introduced, and it proved a very good substitute.

Having the pupils answer daily a list of questions like the following:

What was the first thing you did this morning? The second? Third? etc., has been very helpful in such cases.

As soon as the desired improvement is perceived in the child, a short story is given him to read and questions are asked in the order in which the ideas are presented in the story. For a while care is taken not to ask the questions in any other way. If he be not able to answer these questions, he is permitted to have another look at the story, but time is not allowed him to study it. As soon as he can read a story and answer questions about it fairly well, he is required to study a story, which he must reproduce in writing, word for word, and every day for a week following the introduction of this story, he is called to answer questions about it or rewrite it. Then during a whole week nothing is said about the story; at the end of that time another story, entirely different, is taken up and the child's memory is exercised on it for a whole week. Then another week is allowed to elapse without any reference to either story, and all this time he is kept very busy on other language work, and another week having passed, he is called on to write one of the two stories that he studied with such care. If he can write one, stating all the facts in the order in which they were given, the story exercise is kept up and the time between the introduction of each new story is gradually shortened until he is able to take a new story every day. Then he is required to give the stories in his own language, enlarging or shortening them, but never departing from the facts. If he fails on the stories, we return to the drills without language till the desired mental discipline is obtained. The old masters like Hutton, B. D. Pettengill, and Foster seem to have understood the value of the story-writing training. Those coming after them



spoiled it by using it in a hap-hazard manner until most of us in our rush for something better have abolished it altogether.

My first aim with the dullards is to have the child's mind unfold *by his own effort* and have him discover for himself the use of language. He generally makes this discovery known by scribbling t's, i's, and m's on the blackboard when he has any exciting piece of news to tell, or he will bring articles asking to have their names written. When he has reached this stage there is no danger in giving him all the words and language he needs, but there is danger in following him too closely for a long period and only giving him that which he calls for. He must be drilled, disciplined, and led out.

The progress of my former pupils under different teachers has proved quite a study. Those going to instructors whose sole aim was to teach language in a natural way (believing all else would follow), generally outranked in language until a certain grade was reached the ones who were under teachers who followed more conservative educational methods, while the latter gave one the impression that they were, in the beginning, mentally superior to the others.

Tommy, one of my present pupils, is fifteen years old. He is now taking his first lessons in geography and history. He does lack something besides speech and hearing, yet to see him writing, spelling, and cyphering no one would now call him feeble-minded, though he certainly was when he entered school eight years ago. What he can do now is nothing considering the time he has been in school, but it is a great deal when we take into account his former mental condition.

First he was in the oral department, but only to stay a week or two, then the manual department had him a year before I became his teacher. When he came to me he showed some signs of being able to copy lines and letters, but could not do it in the order desired. He neither played, ran, drew, signed or gestured without being urged to, and when he did it was in a listless sort of way, never putting any life, soul or meaning into his motions. He made his wants known by pointing and never disputed with the other children about anything they took or withheld from

him. He would sit still and cry, not even telling anyone why he was crying.

Nothing any of us did during the first six months that Tommy was with me succeeded in making him understand that words had meaning, and were written with a purpose. Nor would drawing a box or any common or uncommon article or animal excite him to the act of hunting up a similiar picture or the object the drawing represented. My first step with Tommy was to give him some exercises to strengthen his will. There being seventeen other pupils in the class, each of whom was a grade by himself, Tommy could not possibly receive much attention, so he was placed at a long table with a boy of his own age; plenty of blocks, pictures, and toys were given them and they were taught to play some games by certain rules, or rather the other boy, Johnny, was taught. Tommy could not learn rules. Johnny had a will of iron and would not allow Tommy to depart from the rules in their games, or let him infringe on his rights in any way, though he was perfectly willing to instruct Tommy and never sought to take advantage of his ignorance, but when candy was offered to the winner of the games Johnny was quick to see that he should not be expected to help his opponent, and poor Tommy was compelled to shift for himself; however, it was not long before Tommy began to show signs of fighting his own battles. It was then that the supervisors and attendants were requested not to give Tommy anything, as far as practicable, until he had asked for it. It was wonderful to see how this little boy could get along without making a single sign or gesture. Pupils were also requested not to give Tommy food at the table till he had signed for it. About a month of this treatment brought him to his senses and he began to spell and understand the use of words. By the end of his second year in school we began to think less of sending him to the school for the feeble-minded, and today there is no child in our institution that better deserves the opportunities given here than does Tommy.

Tommy being a nervous and shrinking child, and as neither sloyd nor physical culture was part of the curriculum here till recently, Tommy was given kindergarten and physical culture

drills daily in the school-room until he was able to enter the tailoring class. He is doing well at his trade now and voluntarily joins the other boys in their games.

I have used signs as a means of reaching many pupils, but Tommy is the only one whom it seemed necessary to compel to sign. Even in his case it cannot be said that I taught him signs, unless signing to draw him out can be called teaching. True, I forced him into corners from which he could not emerge without saying something, and as he knew nothing of writing or speech he had to sign. Had we been differently situated he might have been developed by another means, but as it was, we were simply making the most of the material at hand. For a year and six months the child had been surrounded by written language, he had every opportunity to see it used as a medium of communication between teacher and pupils. His former teacher neither understood nor used signs, so the written language he saw in the school-room was great in proportion to the signs, yet he had not grasped the fact that we express our thoughts and make known our wants by writing. That he did absorb some of what was going on about him was made apparent by the way he signed when cornered.

One would naturally expect to see Tommy wiggle his fingers or try to write, especially when he addressed me, but it did not happen that way; perhaps because when I signed he understood a little of what was said, and nothing was clear to him when I wrote or spelled. Later on when he had any news to tell, but was not yet able to write a word from memory, he would scribble on the blackboard and then proceed to show what it was all about, often calling on his classmates to help him make it all clear to me. To show my appreciation of his effort to write I would give his news to the whole class in simple English and make much ado over it all. Had I waited longer, Tommy no doubt would have attempted to write to me before signing, but six months of pointing had not produced the development looked for and I was desperate.

Tommy was a kind, sympathetic, but by no means a demon-

strative child, so it was hard to find out just how much he was learning in a quiet way.

One morning, when he was beginning his second year with me, I wrote the following on the blackboard: "My head aches. I cannot teach you. I want to sleep. Who will teach for me?" To my astonishment Tommy was the first to respond. He promptly took my place at the board, while a protest came from all sides setting forth that he was not learned enough to teach, but Tommy, with energy born of the moment, filled board after board with all the words and language he knew, being very careful to write a few easy words, in his best hand, on a board for Johnny, saying in signs, "Johnny is a little baby. He don't understand much. I must be kind to him. He can't study hard." No one appreciated the joke more than Johnny, as he knew he was far ahead of Tommy. This was Tommy's first attempt at being funny. The amount of language that Tommy rattled off that morning surprised me. Many of the words and some of the forms he used had not been taught to him, though they were often used by me when speaking to my other pupils. On finishing, Tommy showed the pupils the meaning of everything he had written.

Among all the new pupils that I have seen enter our institution, only one other deaf child have I known to go without signing so long as Tommy. The other case was a slow, melancholy-looking girl of twelve. She took to writing a short time after she entered school and therefore was not forced to sign. She was very slow, but tried to do everything well, and if she had stayed at school the full time allowed, she would have graduated. This girl could answer questions and recite her lessons well enough, but during the first few years could not be induced to make a voluntary statement about anything. When she first entered school she would sit in the same place and position for hours if not forced to move. If she needed anything to work with she would rather run the risk of being reproved sharply for wasting her time than to summon up courage to ask for what she wanted, though she knew to ask was to obtain. Until the end of her school days she was a bashful, shrinking creature,

seldom asking to have anything passed to her at the table, and never reaching for what she needed.

I will name another of my present pupils Sammy. He did not seem so hopeless at first as Tommy, because he was observing, daring, and had that something which we see in men who love roving and adventure. Besides, he did not lack will power in the same degree as Tommy. He was remarkable at pantomime, showing plainly that he had some memory with the power and courage to imitate; all this led more than myself to believe that he would not have much difficulty in learning to read and write; however, we were doomed to disappointment.

Sammy had been under oral instruction one year without learning a single element of speech, or even a written letter. This is Sammy's sixth year with me and until a year ago he gave very little promise of being benefited by instruction from a language point of view. He had been with me six months before he discovered that "writing," as he said in signs, "is all speaking people's queer signs for everything." Two months later he wrote his first word from memory. From this time forward it was expected that he would learn each day twice as much as on the previous one. This being the general rule with pupil's whom I started when nothing interfered at first to force them faster than their mental development seemed to warrant; however, expectations were not realized in Sammy's case, but in all fairness to the child I must state that for a long time he was at a disadvantage in my class on account of the other pupils being always ahead of him. Sometimes this is an advantage to the dull beginner, as it was in Tommy's case, but then Tommy had Johnny for a chum. Sammy had no chum, though he vainly sought to find one. He tried to strike up a friendship with every new pupil that came to my class, only to find that each one was beyond him in one way or another. At last after Sammy had been with me nearly three years, a little boy did come, who was as troublesome and mischievous a piece of humanity as could be found, and whose mind was on a par with Sammy's. All at once a sort of mutual understanding was established between these two and the amount of mischief they got into, and the property they

destroyed, if left alone for a few minutes, kept every officer and attendant in the house on tip-toe.

It was now that Sammy began to write a few words and to use them with a purpose. He learned the manual alphabet and did his best to use it in school, although spelling did not seem to be in his line.

A year passed and I began to have some faith in Sammy, when another little boy came among us. This little fellow considered Sammy's chum his own private property, and soon won him away from Sammy, who for awhile endured the fickleness of his former bosom friend, but at last took occasion to denounce him before his teacher and classmates as "a baby without any understanding, who could not sign, write, or spell, and whose proper place was in the primary department with the baby talkers and not in the manual department with such intelligent boys as himself." After this climax poor Sammy reassumed his old life, as it was before he had met and loved his fickle friend. Straying off by himself and filling his world with imaginary people, who gestured and talked in pantomime, was his favorite pastime. Those imaginary people, though cruel and kind by turns to one another, and to animals, were always gracious and very considerate to Sammy. Once in a while some monster would try to injure poor Sammy, but a brave bluecoat (later a soldier) would always loom up at the right moment with a gun, handcuffs, club, and patrol wagon, and after snatching Sammy from the jaws of death, would march the villain off to jail. One day while Sammy was playing trolley in the yard, unobserved, as he thought, I saw him sound the gong, put on the brake, place his hand over his mouth, and shout to a man in a wagon on the track just ahead. The man turned a deaf ear to the motorman and kept right on without going any faster. Motorman holds hand over his eyes, takes a good look at the horse, sees that it has a heavy load, is lame, and is going up hill. He pities the horse, and slows up his car. The conductor comes to the front to see what is causing the delay. Motorman tells conductor all about the horse. Passengers grow impatient. A cross old man speaks sharply to the conductor. Conductor throws back his coat and

points to a badge on his breast that says, "We must be kind to dumb animals." The whole car applauds. The gruff old man looks ashamed and gets off the car. The horse reaches the top of the hill, gets off the track, looks at the motorman and nods his head to him in a thankful way. The motorman looks happy, because he was right, turns on the current, and the car bowls on.

If anything of this kind ever did or does happen in real life I have been unable to learn, nor can I ascertain whether this lively pantomime was entirely the outcome of Sammy's observation and imagination or not.

Sammy is very friendly and will give me all the information he is capable of on any subject, except about his imaginary people. Of them he will not speak. Whenever I mention them he will surround himself with a wall of reserve which I am unable to break through. One of his familiar sayings to me when he sees me observing him talking to himself is, "Stop looking. Just my fun. You can't understand."

Show Sammy a broken slate, window, or fish hook, and he will ask questions about it, but if he perceives any one present is in search of information about it, he will, on the spur of the moment, tell the most plausible story imaginable of how it all happened, and if one did not already know all the facts in connection with the accident, one would certainly be convinced that Sammy was telling the whole truth and nothing but the truth.

Sammy has a great many conventional signs, but the people in his imaginary world do not use them, except where the speaker is deaf, and then only when he addresses another who is deaf. Animals express emotion, as we see them do in life, and then Sammy interprets their actions by signs for his own benefit. Thus, a dog jumps, wags its tail and licks its master's hand, then Sammy says in signs, "Doggie is glad to see man again. Man gone a long time. Doggy is good. Doggy is hungry. Stay with doggy. Don't go away again." Sammy being an only child and his mother a busy woman, it may be supposed that he had to play alone very often before coming to school, but Sammy's chum who comes from a large family of children, and who has a deaf brother a little older than himself, also talks to him-

self, but not with the show of imagination that Sammy does.

Before Tommy learned to write and play he would sit still for any length of time, moving his lips and shaking and nodding his head in a sorrowful sort of way. He too would stop as soon as he became aware that he was attracting attention.

Tommy is, and always was, a careful boy, never destroying his own, or any other person's property, while Sammy and his chum have no conscience in this matter, thought they are kind and not over selfish for boys, when we consider that to possess in order to destroy is their chief delight. They have no scruple about appropriating other people's property and playing havoc with it as soon as possible. Fear of punishment prevents them now from taking and demolishing everything within their reach, as they used to do, but the pleasure they take in picking up cast-away articles and then tearing, pulling, and hammering them to pieces, shows that this inclination still exists within.

It was during Sammy's fourth year with me that he began to spell; in his fifth year he made use of language, but not until this year, his sixth year with me and his seventh at school, did the desired improvement become manifest. In the early part of this school year a mental change which had been long anxiously looked for was perceived in the boy, and in order to make the most of this spurt Sammy was given special instruction, *out of school*, one hour each day for three months. At the end of that time he was able to work with the rest of the class in language. He has had a few lessons in history and found them easy when compared with the efforts the brighter pupils in the class had to put forth. This may be attributed to his power of imagination, which made the Indians, their wigwams, and their tomahawks real to him, who lived, moved, and became part of the little world he had himself created.

Several unsuccessful attempts had been made before this year to have him give change for a nickel, but only during the past five months did he succeed in learning. Now he counts to one hundred, changes any sum up to a dollar, adds and subtracts a little both mentally and with objects. If his progress continues long at the present rate we hope very soon to see him



working in the shops and taking gymnastic drills with the other boys. So far he has been excluded from the trade classes and the gymnasium.

For a year Sammy has had the advantage of associating out of school with the brightest boys in our institution. They give him a great deal about his talking to himself, and he does not do it so openly now, but he will hide away and have a good talk with his imaginary people and then come forth from his hiding place like one in a dream, but content with the existing state of affairs.

The institution training that has helped the backward deaf boys so much has not in many cases proved such a blessing to the girls, because many of these unfortunate girls have illiterate mothers, who look upon their daughters who can read and write a little as educated, intelligent women to whom no harm can come, and the girls finding their stuffy, ill-managed homes distasteful, seek work abroad in factories and mills. This takes them to common boarding houses, with the usual result when a woman is young, ignorant, and unprotected by any of her family.

Eighty-two of my former pupils, who are no longer in school, are girls. The most ignorant and worthless of these were the first to marry. This is mostly due to the influence of their parents, who seeing that the girls were not able to support themselves, urged them to marry. I have this last statement from some of the girls themselves. My brighter girls, who have good health and are self-supporting, inform me that their families constantly exhort them to remain single.

House-work, plain sewing, and dressmaking seem to be the three best kinds of work for these dull girls to learn.

Weak eyes and nervousness make it impossible for all of them to become good dressmakers, but all could learn to do housework, mending, and plain sewing. I have often questioned my girls about what they intend to do after leaving school and find nearly all aim at becoming "mill ladies."

It was back in the '80's that Mr. Jayne, a director of our institution, who took a great interest in the welfare of our pupils after they left us, remarked that he thought our girls would find

cooking and general housework more profitable and better adapted to their positions in life than factory work, and on my communicating this to many of my former school-mates, who were then anxiously seeking employment, they promptly frowned on the suggestion as a man's idea of a woman's sphere. We went so far as to debate this question, with some warmth, at a literary meeting, but without making a single housework convert; showing plainly that among our girls there prevails a false idea about the dignity of housework. And now, fifteen years later, these same anti-housework girls tell me frankly that the mill and factory are no place for the intelligent deaf girl, much less for the ignorant, backward one. They all agree that the backward deaf girl's training should be such as to enable her to be self-supporting after leaving school, yet keeping her at all times under the protection of some good person, and that housework, plain sewing, and dressmaking are better adapted to keep girls at home or under some family influence than any other kind of work. The opinion of these women who have worked among the adult deaf for years, comforting them in many trying places, is not without value when we seek to better the condition of our former pupils.

A special school for backward girls, similar to the one outlined by me for the boys, is needed, omitting the farm and large laundry. Each girl should be taught how to do all kinds of housework, the family washing and ironing, and the mending and care of all the linen. Dairy-work and the care of poultry are not outside woman's sphere and many of the girls might find it profitable to learn something of these branches of work.

A careful, well-mannered girl who can do housework, will always find a demand for her labor, and she will be well fed and cared for by those who employ her.

JULIA A. FOLEY,

*Instructor in the Pennsylvania Institution for the Deaf and Dumb,  
Mt. Airy, Philadelphia, Pa.*

## SOME BOOKS AND OTHER LITERATURE AVAILABLE FOR AID IN SPEECH TEACHING.

This catalogue is the outgrowth of a paper read before the Teachers' Association of the Wisconsin School for the Deaf, and published in the Wisconsin Times. The aim is to present a *brief* list of publications that *comprehensively* treat the subject of speech teaching; to give a suggestion as to the contents of each publication; and to state where and at what price it can be procured.

### AVAILABLE AIDS IN SPEECH TEACHING.

Education of Deaf-Mutes. (A Teachers' Manual.) By Thomas Arnold, D. D. Illustrated; two vols.; pp. 860; price \$4.30 net. Imported by the Volta Bureau, Thirty-fifth and Q Sts., Washington, D. C. A valuable and exhaustive treatise on the education of the Deaf. (Note: Volume I is out of print at present, but Volume II can be had for \$2.15 net.)

Manual of Articulation Teaching. By David Greene. Illustrated; pp. 142; price \$1.00. In lots of three or more, less 20 per cent. discount, \$.80. To be ordered of the author, 1122 Broadway, corner 25th Street, New York, N. Y. A brief but comprehensive, thorough but not technical, manual of articulation teaching.

The Reports of the Proceedings of the Summer Meetings of the American Association to Promote the Teaching of Speech to the Deaf. Illustrated. To be obtained of Frank W. Booth, Gen'l Sec'y and Treas., 7342 Rural Lane, Mt. Airy, Philadelphia, Pa. Issued to members of the Association at one-half the list prices quoted. Report of First Summer Meeting—\$2.00. Report of Second Summer Meeting—\$1.50. Report of Fourth Summer Meeting. (Issued in sections at various prices. See advertisement in this magazine.) Report of Fifth Summer Meeting—\$1.50. These Reports cover the entire field of oral teaching, and are the most valuable contributions of recent times.

**Principles of Speech and Dictionary of Sounds.** By Alex. Melville Bell, F. R. S. S. A., etc.; pp. 254; price \$1.50. Volta Bureau, Thirty-fifth and Q Sts., Washington, D. C. This book gives splendid descriptions of the formation of the elementary sounds; also explains how many defective elements are produced and suggests remedies. (Note: This book is at present out of print, but the author is now preparing a revised edition which will soon appear.)

**Sounds and Their Relations.** By Alex. Melville Bell, F. E. S. S., etc., revised edition of *Visible Speech*; pp. 102; price \$2.00. To teachers, less 25 per cent. discount, \$1.50, and postage (12 cts.) added. Volta Bureau, Thirty-fifth and Q Sts., Washington, D. C.

[Note: All of the above mentioned publications have the endorsement of Caroline A. Yale, LL. D., A. L. E. Crouter, LL. D., J. C. Gordon, Ph. D., David Greene, and Supt. Richard Otto Johnson. The publications noted below have the endorsement of one or more of these eminent authorities on speech teaching.]

**Voice, Song and Speech.** By Lenox Browne, F. R. C. S., and Emil Behnke; 40 illustrations by wood cutting and photography; pp. 322; price \$4.50. To teachers, less 20 per cent. discount, \$3.60, and postage (24 cts.) added. Sixth and popular edition; 37 illustrations; price \$2.00. To teachers, less 20 per cent. discount, \$1.60, and postage (15 cts.) added. G. P. Putnam's Sons, 27 and 29 West 23rd St., New York, N. Y. A practical guide for singers and speakers from the combined view of the Vocal Surgeon and the Voice Trainer.

**Gymnastics of the Voice.** By Oscar Guttman. Illustrated; pp. 250; price \$1.25. To teachers, less 20 per cent. discount, \$1.00. Edgar S. Werner, 43 East 19th St., New York, N. Y. A self-instructor in the training and use of the singing and speaking voice, and a system of correct breathing in singing and speaking, based upon physiological laws.

**The Throat and Its Functions.** By Louis Elsberg, A. M., M. D. A pamphlet; pp. 60; illustrations 25; price 25 cts. Edgar S. Werner, 43 East 19th St., New York, N. Y. A treatise on the functions of the throat in swallowing, breathing, and the production of the voice.

**The Diaphragm and Its Functions.** By J. M. W. Kitchen, M. D.; pp. 101; price \$1.00. To teachers, less 20 per cent., \$.80. Edgar S. Werner, 43 East 19th St., New York, N. Y. Considers the diaphragm from the anatomical, physiological, and hygienic standpoints.

**Report of the Proceedings of the Third Convention of Articulation Teachers.** A pamphlet; pp. 161; price 25 cts. This Convention was held in 1884, at the Lexington Avenue Institution for the Improved Instruction of Deaf-Mutes, New York City.

**Reports of the Proceedings of the Convention of American Instructors of the Deaf, particularly those dating from the Eleventh Convention.** Proceedings of the Eleventh Convention; pp. 328; price 10 cts. postage. Warring Wilkinson, L. H. D., Berkeley, California.

**Proceedings of the Twelfth Convention,** pp. 352; price 12 cts. postage. Enoch Henry Currier, M. A., 163rd St. and Grand Boulevard, Station M, New York, N. Y.

**Proceedings of the World's Congress of Instructors of the Deaf, and of the Thirteenth Convention;** pp. 316; price \$1.00 and postage (11 cts.) added. To subscribers to the *Annals*, \$.50 and postage. Dr. Edward Allen Fay, Gallaudet College, Kendall Green, Washington, D. C.

**Proceedings of the Fourteenth Convention;** pp. 504; price 14 cts. postage. Francis D. Clarke, M. A., C. E., Flint, Mich.

**Proceedings of the Fifteenth Convention;** pp. 311; price \$2.00. Free to members of the Convention. Dr. Edward M. Gallaudet, Kendall Green, Washington, D. C.

**A Guide to Pronunciation.** By Professor Samuel Porter, in the introduction to the latest edition of Webster's Dictionary. An excellent description of the formation of the elementary English sounds.

**THE ASSOCIATION REVIEW** (five issues.) Price \$2.50 per year. Frank W. Booth, Editor, 7342 Rural Lane, Mt. Airy, Philadelphia, Pa. Free to members of the Association paying the annual membership fee of \$2.00 to F. W. Booth, General Secretary and Treasurer. **THE ASSOCIATION REVIEW** is the

official organ of the American Association to Promote the Teaching of Speech to the Deaf. The Reports of the Proceedings of the Summer Meetings of the Association will henceforth appear in the REVIEW.

The *American Annals of the Deaf* (five issues.) Price, \$2.00 per year. Edward Allen Fay, Editor, Kendall Green, Washington, D. C.

[Note: Teachers desiring a complete list of the publications of the American Association to Promote the Teaching of Speech to the Deaf should apply to F. W. Booth, and those desiring a complete list of the works of Thomas Arnold, or Prof. A. M. Bell, should apply to the Superintendent of the Volta Bureau, using the addresses above given.]

#### SEMI-AVAILABLE AIDS IN SPEECH TEACHING.

Formation and Development of Elementary English Sounds. By Caroline A. Yale, LL. D. In Nos. 1, 2, 3, 6, 8, and 10 of Vol. V, of "The Educator." Out of print, but can probably be found in the library of nearly every school for the deaf. The best treatise on the formation and development of the elementary English sounds ever published.

An Oral Reference Manual. By Superintendent Richard Otto Johnson; pp. 78; out of print, but has been quite generously distributed among the Institutions by the author. The manual contains a model oral teacher's library, and outlines a valuable course of study for oral teachers based on David Greene's Manual of Articulation Teaching as a text book; each lesson supplemented by reading, lectures and papers found in the Reports of the Summer Meetings of the A. A. P. T. S. D., and the Report of the Fourteenth Convention of the A. I. D.

Miss Yale's Manuscripts. Prepared for teachers in training at the Clarke School, Northampton, Mass. The best aids in speech-teaching to be found. As the graduates from the Clarke School enter the various Institutions, these most valuable manuscripts are brought within reach of a continuously enlarging circle of oral teachers.

SETH W. GREGORY,

*Instructor in the Wisconsin School for the Deaf, Delavan, Wis.*

# HISTORICAL NOTES CONCERNING THE TEACHING OF SPEECH TO THE DEAF.<sup>1</sup>

## CHAPTER V.

BRAIDWOOD'S INSTITUTION FOR THE EDUCATION OF THE DEAF  
AND DUMB, AT COBBS, VA.

(1815, March 1, to Summer of 1816.)

Braidwood's Permit to Reside at Cobbs—The Opening of the Institution—  
The Pupils—Mr. Thomas Bolling—Extracts from School Exercises—  
Specimens of Early School Exercises—The Braidwood Crest—Letter  
from Braidwood's Mother—Gallaudet's Letters Concerning Braid-  
wood—Braidwood's Advertisement Announcing the Opening of the  
Second Year of School—Letter from Rev. Wm. Maffit—Bolling's  
Letter of 1841 (Third Extract).

The official permit to Braidwood to reside at Cobbs, rendered  
necessary by its situation upon tide-water,<sup>2</sup> was authorized on  
the 19th of December, 1814, by the following letter<sup>3</sup> from the  
Commissary General of Prisoners to the Marshal of Virginia:

Office of Commissary General of Prisoners,  
Washington, December 19th, 1814.

Sir:

Mr. J. Braidwood, a British subject, now at Captain  
Bolling's, in Goochland County, and who came to this  
country something more than two years ago, and has  
since exercised his profession in a private family, as  
Teacher to the Dumb, is desirous, with the assistance of

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<sup>1</sup>By Alexander Graham Bell. For Chapters I, II, III, and IV, see  
REVIEW for February, April, and June, 1900.—ED.]

<sup>2</sup>Col. Wm. Bolling in his letter to the Marshal of Virginia in 1813  
(March 20), says that his application was made "in compliance with your  
request in the *Enquirer* of the 16th inst." In Appendix F will be found  
a notice from the Department of State, together with the request referred  
to; and these show why it was necessary at a later period of time to obtain  
a special permit for Braidwood to reside at Cobbs because it was situa-  
ted "on the tide-water."—A. G. B.

<sup>3</sup>From a copy found by Col. Holladay, at Genito, Va., among the  
papers of his grandfather, Hon. Wm. Green Poindexter.—A. G. B.

his friends, to establish himself for the purpose of dispensing more generally the advantages of his art, at Cobbs, the late residence of Mrs. Bolling in Chesterfield County, between Richmond and Petersburg;—and not only from the character of Mr. Braidwood, as represented by gentlemen who know him well, and who can be entirely relied on, being such that no evil consequence is to be apprehended from the indulgence,—but from its being an object worthy the attention of Government to facilitate by all proper means, the exercise of an Art so interesting to humanity as that possessed by Mr. Braidwood; it has been determined to grant the permission asked by him.

You will be pleased on reception of this letter, to furnish him with the requisite passports in the usual form, to go and reside at Cobbs, as before mentioned. I have the honor to be

Sir

Your most obedient servant

Andrew Moore, Esq.,

J. MASON.

Marshal of Virginia (Richmond).

#### THE OPENING OF THE INSTITUTION (1815).

The necessary formalities having been complied with, and advertisements announcing the opening of the proposed school having been inserted in the newspapers (REVIEW II, 269), "Braidwood's Institution for the Education of the Deaf and Dumb," was duly opened at Cobbs, on the first of March, 1815.<sup>1</sup>

The opportunity of Braidwood's life had come at last. It had been his ambition to found in America an institution like that which had been so successfully carried on by his grandfather and father in Edinburgh, Scotland.<sup>2</sup> But his Baltimore plans in 1812 had come to an untimely end through his own misconduct. Led

<sup>1</sup>There can no longer be any doubt as to the exact date of opening. The advertisement in the *Richmond Enquirer*, 1815, February 11, says: "The above Institution will commence on the first of March next." The advertisement in the *Petersburg Republican*, 1816, February 9, says: "The above Institution was commenced at Cobbs in March last."—A. G. B.

<sup>2</sup>The *National Intelligencer*, Washington, D. C., announced Braidwood's arrival in America and the object of his visit in an editorial, soon after he reached Washington; the article was republished in the *Weekly Register*, a Baltimore magazine, edited by Hezekiah Niles: it appeared in the issue of March 21, 1812. See Appendix G.—A. G. B.



away by an unfortunate propensity for drink, he had squandered in riotous living, in less than three months, the six hundred dollars advanced to him in Richmond by Col. Bolling for his son's education; and he had only been rescued from a debtor's prison by the continued generosity of Col. Bolling, who advanced an additional six hundred dollars to get him out of jail.

Filled with gratitude for this relief, he had done his best to work out his redemption, and repay the Colonel for these advances. For two and a half years he had remained at Bolling Hall as private tutor to Wm. Albert and the other children of Col. Bolling; and, although occasional lapses of conduct had occurred, his efforts were in the main successful; and Col. Bolling was satisfied with his son's progress under his instruction.

He had demonstrated his ability as an instructor of the deaf, and other parents of deaf children were anxious to secure his services.<sup>1</sup> And now, on the first of March, 1815, Braidwood was placed by Col. Bolling in a position to accommodate a larger number of pupils, and to make a new start in life, under the best auspices.

The family mansion at Cobbs was admirably adapted for his purpose; and, with the prestige of his family name, and his own personal success at Bolling Hall, he might reasonably hope to accomplish in America all that his family had done in Great Britain.

With the exception of the Almshouse Class in New York (which did not last long), his own school at Bolling Hall had been the first of its kind in the United States; and the new school opened in Cobbs was the first public institution for the education of the deaf and dumb in America. There was no other school for the deaf then in existence in the country, and everything seemed favorable to success.

If he could only conquer his unfortunate habits of life—his future was assured. He felt very grateful to Col. Bolling for all he had done, and threw himself into the work at Cobbs with courage and energy, and with a determination to avoid the temptations that had led to his downfall in the past.

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<sup>1</sup>Evidence of this is given in letters from Braidwood. Copies and extracts from these may be found in the Volta Bureau. See Appendix H.—A. G. B.

The plantation known as "Cobbs," in Chesterfield County, Va., was situated on the north side of the Appomattox River, about ten miles from the City of Petersburg, and within sight of its tall spires and chimneys. It was one of the many beautiful country seats owned and occupied by wealthy Virginia planters which in the old times crowned the heights and picturesque promontories on both sides of the Appomattox. The estate had passed into the hands of Col. William Bolling upon the death of his mother; his deaf brother and sister, Thomas and Mary Bolling, had joined his own family at Bolling Hall, thus leaving the Cobbs estate unoccupied, save for the negroes and their overseer.

Col. Bolling placed at Braidwood's disposal all the buildings, furniture, farming utensils, servants, and stock of all kinds, so that he was at once enabled to open the house as a boarding school; and here, according to Col. Bolling, "he took charge of four or five young gentlemen at \$500 per annum." (Letter of 1841).

#### THE PUPILS.

The names of some of these scholars have been handed down to us by Wm. Albert Bolling—himself the first pupil—in a manuscript school-book now owned by the Volta Bureau.<sup>1</sup>

George Lee Turberville,<sup>2</sup> stepson of the Rev. Wm. Maffit of Salona, was one of them. John Hancock and John M. Scott were others.

These names have also been recalled as those of pupils by the mother of Col. Holladay of Genito, Va. Her father, Hon. Wm. Green Poindexter, a well-known lawyer in his day, was an inti-

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<sup>1</sup>This interesting book, of about 200 pages, was found in the possession of Mrs. King, of Richmond, daughter of Wm. Albert Bolling. It contains many school exercises written between 1815 and 1820 (inclusive); and during some periods the daily compositions constitute a diary of the school life. In later years it was evidently used by Wm. Albert Bolling as a scribbling book in which to jot down odds and ends of information. The pages are covered with writing containing fragments of written conversations, genealogical notes, and other items of interest, as well as much that is of no importance or value. Through the agency of Mrs. A. C. Pratt, the Volta Bureau has acquired this volume, so that it is now accessible to teachers of the deaf who may desire to peruse it.—A. G. B.

<sup>2</sup>George Lee Turberville was connected with some of the earliest and best families in Virginia, and was the heir, in his own right, to considerable wealth. His grandfather, Richard Henry Lee, was a man of "amiable and noble character, commanding presence, excellent abilities, and self-sacrificing patriotism"—one of the signers of the Declaration of Independ-

mate friend of Col. Wm. Bolling, with whom he roomed in Richmond at a time when he was senator, and Col. Bolling member of the House of Delegates from Goochland District. It seems that Mr. Poindexter was able to do Mr. Braidwood some kindness—he may possibly have been his legal adviser—and his daughter heard a good deal about Braidwood in her youth. In a recent note to Mrs. A. C. Pratt, Col. Holladay says:

“I cannot ascertain from my mother’s aged recollections any knowledge of the number of Mr. Braidwood’s pupils at Cobbs, but during that period there was with him George Lee Turberville—a young man named Scott from Pittsburgh, Penn.—and one named Hancock from Charlotte County, Va.”

The last named young man, John Hancock,<sup>1</sup> had two brothers younger than himself who were deaf and dumb—Anthony and Martin. Prof. Chamberlayne, a teacher in the Staunton Institution, writes (1900, April 21):

“John and Anthony Hancock were Braidwood’s pupils at Cobbs.”

This seems very probable; although, as yet, we have no contemporaneous evidence that Anthony was a pupil there.

Prof. Chamberlayne is also authority for the statement that—

“St. George, or St. George Tucker, was Anthony Hancock’s school-mate at Cobbs; he was a nephew of John Randolph of Roanoke.”

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ence. He was a member of the Virginia House of Burgesses; and in the United States Congress for the years 1774-77, 1784-85, and 1786-87. He was a statesman of a good deal of note. He was the owner of Chantilly, Westmoreland, where he died in 1794. In a letter dated 1816, May 22, the Rev. Wm. Maffit states that he is expecting money from Westmoreland, with which to pay the expenses of George Lee Turberville at the Braidwood Institution. He was step-father and guardian of this young man, and this was of course George’s own property that was to meet his expenses. Turberville appears to have attended school in Manchester, Va., in 1817. He was a pupil at the Hartford School in 1818, and remained there three years.—A. G. B.

<sup>1</sup>John Hancock seems to have been a man to whom Wm. Albert Bolling was devotedly attached. His father resided in Charlotte County, and his plantation was termed “Red House.” His brothers, Anthony and Martin, entered the Hartford School in 1827—Anthony 26 years of age, Martin 24—and remained there for two years. John and Anthony married and left descendants—but Martin remained un-married.—A. G. B.

St. George Tucker Randolph (deaf and dumb) was a cousin of Wm. Albert Bolling, and we would therefore naturally expect to find him at Cobbs. Wm. Albert Bolling however makes no mention of him there; and John Randolph of Roanoke, uncle of St. George, in a letter written in 1814, mentions his nephew as at that date hopelessly insane (see Garland's *Life of John Randolph*). It is hardly likely therefore that he could have been a pupil at Cobbs.<sup>1</sup>

The advertisement of Braidwood's Institution seems to have been extensively circulated. One of his pupils (Scott) came from Pennsylvania; and the Volta Bureau possesses copies of answers to the advertisement from persons residing in Maryland and Massachusetts.

Mr. Otis Withington answered it from Taunton, Mass., under date 1815, February 19, making enquiries concerning terms, etc., on behalf of his deaf daughter,<sup>2</sup> then three years and seven months old. There is no evidence that she was admitted; nor do we find any trace of little Mary Bolling (sister of Wm. Albert) at the Cobbs School. From the statement of Col. Bolling, quoted above, it is probable that only boys were received.

The pupils certainly known to have been there were four in number, viz.: Wm. Albert Bolling, George Lee Turberville, John Hancock, and John M. Scott.

#### MR. THOMAS BOLLING.

Mr. Thomas Bolling, the deaf brother of Col. Wm. Bolling, was also at Cobbs a good deal of the time, judging from the frequent references to him contained in the manuscript school-book of his nephew, Wm. Albert.

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<sup>1</sup>St. George Tucker Randolph seems to have attended school in England; afterwards going to the school of the Abbe Sicard, in Paris, where he was placed under the instruction of Laurent Clerc. Clerc saw him at the Retreat for the Insane in Philadelphia, and wrote an interesting account of his visit, which appeared in the *Annals* (Vol. X, 51-53).—A. G. B.

<sup>2</sup>This was probably Mary W. Withington, who was admitted to the Hartford School in 1825, aged 14 years, from Canton, Mass. She remained under instruction 5 years. Cause of deafness, "A fall at 2 years."—A. G. B.

For example—(Extract from school exercise):

“Where did you dine yesterday ? At Capt. John Stratton’s. Did you walk or ride to Capt. Stratton ? Walk. Who went with you ? Mr. Braidwood, my uncle Mr. Bolling, Mr. Turberville, Mr. Hancock, and Mr. Scott.”

Mr. Thomas Bolling had been educated in Edinburgh, Scotland, by the Messrs. Thomas and John Braidwood, grandfather and father of our Mr. Braidwood. He entered their Academy in 1775 and remained until 1783, when the school was moved to Hackney, near London. Some account of him has already been given in Chapter I (REVIEW II, 36-40).

Mr. Thomas Bolling’s home had been in Cobbs up to the time of his mother’s death in 1813; and it is probable that he returned there in 1815 upon the opening of the Braidwood Institution and re-occupied his old quarters in the family mansion.<sup>1</sup>

It would doubtless be agreeable to him to reside with Braidwood, and meet the deaf pupils of the school; and, on the other hand, it would be an advantage to Braidwood to have him there. He was a highly educated deaf gentleman—a good speech-reader and able himself to speak in a perfectly intelligible manner—a good example of what could be accomplished by the Braidwood system. Being perfectly familiar with the Braidwood method of instruction, he might also, on occasion, be called upon to act as assistant to Braidwood in the instruction of the pupils.

All this however is surmise—the fact simply being that he is alluded to very frequently in the school exercise book as a companion of the pupils.

The following extracts from this book may be of interest:

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<sup>1</sup>Col. Holladay writes, July 31, 1900, replying to a query concerning the Hon. John Robertson. “He” (Judge Robertson) “was a nephew of Col. Wm. Bolling and greatly devoted to the elder Thomas Bolling, his deaf and dumb uncle, educated abroad by the elder Braidwoods. Judge R., whom I remember well, lived to be 86, and always felt a peculiar interest in the education of the deaf and dumb. He loved Cobbs, where his mother was born, and visited there, more than once, to see his uncle Thomas, who resided there some time to be with Braidwood.”—A. G. B.

## EXTRACTS FROM SCHOOL EXERCISES.

What is the name of this place ? Cobbs.  
 Can you see the River from the house ? Yes, Sir.  
 Is the River near the house ? Yes, Sir.  
 What is the name of the River you see ? The Appo-  
 mattox.  
 Do you see many vessels in the River every day ? Yes,  
 Sir.  
 Are there any ships in the River now ? Yes, Sir.  
 Where are they laying ? At Broadway.  
 How many are laying at Broadway ? One.  
 Have you been walking this morning ? Yes, Sir.  
 What have the people been doing this morning ? The  
 people have been killing the hogs this morning.  
 How many hogs did you see killed ? Four.  
 Was my overseer there ? Yes, Sir.  
 Are the hogs cut up ? Yes, Sir.  
 What did the overseer do with the pork after it was cut  
 up ? I do not know.  
 When do you go to Bolling Hall ? In about two or  
 three weeks.  
 Who will come for you ? My father.  
 Shall I go with you ? If you please, Sir.

We may note, *en passant*, that pig-killing time in Virginia, occurs about the end of November or the beginning of December; and the reference to Bolling Hall is suggestive of—home for the Christmas holidays. These exercises were probably written in November or December, 1815.

How many oxen have I ? Two.  
 How many sheep and lambs have I ? Eight.  
 How many negroes have I ? Twelve.  
 How many cows have I ? Three.  
 Where does the Governor of Virginia live ? In Rich-  
 mond.  
 What is the Governor's name ? Wilson Carey Nicholas.  
 Did you see him when you were in Richmond ? No, Sir.  
 What is the name of the President of the United States ?  
 Mr. James Madison.  
 Where does the President live ? In Washington City.  
 Was the President's house burned by the English  
 army ? Yes, Sir.

Do you like to be asked questions ? I like to be asked questions.

Why do you like to be asked questions ? Because it makes me understand language.

Do you understand every question that is asked you ? I do not understand every question that is asked me.

Are you sorry that you do not understand every question that is asked you ? I am sorry that I do not understand every question that is asked me.

Do you expect to be able by my instruction to understand language ? I expect to be able by your instruction to understand language.

In all the exercises both questions and answers appear in the same hand-writing. They may have been copied into the book from elsewhere; but it is more probable that the questions were given orally, and were then written down by the pupil together with his reply. The expression "understand language" was used in the sense of "speech-reading" or "lip-reading." This will be more obvious from the following exercise which seems to have been written at a later period—either in 1816 or 1819, judging from the time Wm. Albert had been under instruction. It will be remembered that his education began in 1812.

Do you like to be asked questions ? I like to be asked questions very much, as it makes me understand language.

Do you understand every question that is asked you ? I do not understand many questions that are asked me.

Are you not sorry you do not understand language well ? I am very sorry I do not understand language well.

What came you here for ? I am here to learn to speak, read, write, and understand language.

How long have you been here ? I have been 7 (4 ?) years here.

What progress have you made in your education ? I think I have made a pretty considerable progress in my education.

What can you do ? I can speak, read, write, and count pretty well, and I understand a little language.

Do you wish to understand language better? I wish very much to understand language better.

Why? Because I wish to understand what people say to me, and to be able to ask what I want, and tell what I think.

Do you wish to speak and read better? I wish very much to speak and read better.

The old school exercise book from which the above quotations have been made becomes of fascinating interest when we realize that it belonged to Wm. Albert Bolling, the first American deaf-mute to receive an education in his own country;<sup>1</sup> and that it reveals, at least in part, the Braidwood method of instruction. Under these circumstances a few extracts showing the character of the earlier school exercises may be of interest:

#### SPECIMENS OF EARLY SCHOOL EXERCISES.

The nearest approach to a vocabulary consists in a long list of expressions like the following—headed by the letters “J. B” (John Braidwood):

J.B.

An idle boy  
An ugly bat  
A fat cow  
A mad dog  
A large rat  
A tall man  
A white hat  
Etc., etc.

Then these expressions appear again in amplified form. For example:

An idle boy, ne is lazy, whip him, bring a whip.

An ugly bat, take your gun and shoot him, I cannot shoot him.

A fat cow, milk her, she gives much milk.

A mad dog, he will bite you—Kill him—shoot him.

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<sup>1</sup>Although the Rev. John Stanford's New York almshouse class was of earlier date, it was unsuccessful and of short duration, hence it would hardly be proper to say that the children attending that class were “educated.”—A. G. B.



A large rat—rats are bad, rats steal, set a trap to catch rats.

A tall man—he is a tall man, you are a short man—I am not a tall man.

A white hat for summer—a black hat for winter.  
Etc., etc.

A great many of the exercises consisted of conversation (probably oral) reduced to writing in the book. In some cases both questions and answers are noted as in the specimens already quoted above. In others the answers alone are recorded—and these reveal a methodical plan of questioning whereby Braidwood drew out his pupil's knowledge and led him naturally from one subject to another. For example:

A shoemaker is a person who makes shoes.

Shoes are a covering for the feet.

Shoes are made of leather.

Leather is tanned hides.

Hides are the skins of animals.

I wear 2 shoes at one time.

Two shoes are called a pair of shoes.

I have only one pair of shoes at present.

They are old.

A cobbler is a person who mends shoes.

To mend shoes is to repair them when they fail.

A tailor is a person who makes clothes.

Clothes are made of cloth.

All the kinds of cloth may be comprehended under 4, viz.  
silk, cotton, woolen, and flax—linen.

Silk cloth is made of silk.

Silk is thread made by silk worms.

A worm is an insect or animal.

Cotton-cloth is made of cotton thread.

Cotton is the down of a tree.

Cotton thread is spun.

Women spin cotton.

Woolen cloth is made of woolen thread.

Woolen thread is made of wool.

Wool is spun into thread.

Women spin wool.

Wool is the fleece of sheep.

Linen cloth is made of flax or linen thread.

Linen thread is made of flax or lint.  
 Flax or lint is the herb or plant of which linen is made.  
 Etc., etc.

An autograph letter from John Braidwood to Capt. Pollard of the ship *Middlesex* has been discovered by Col. Holladay among the papers of his grandfather, Mr. Poindexter;<sup>1</sup> and the hand-writing shows that the list of phrases in the old exercise book headed by the letters "J. B." was written by John Braidwood himself.

#### THE BRAIDWOOD CREST.

A wax impression of a seal was also discovered by Col. Holladay showing the Braidwood crest as described by Francis Green in his letter of 1781:

"Consonant to this is the motto he hath adopted,  
 'Vox oculis subjecta.' His crest is a bird charmed by a  
 serpent."

Although the impress of the seal is rather faint, all the details are perfectly discernible under a powerful glass, and, as may be seen by the accompanying cut, correspond exactly with the description quoted:



#### LETTER TO BRAIDWOOD FROM HIS MOTHER IN ENGLAND (1815).

Among the Poindexter papers is a letter to John Braidwood from his mother in England, dated 1815, October 4, from London,—No. 7 Great Ormond Street,—from which the following is extracted:

"We were very much surprised and rather alarmed lately by the application of a Mr. Gallaydett from Connecticut, he informed your brother that he had been sent over by some gentlemen who wished to form an Institution for Deaf and Dumb and he wished to receive in-

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<sup>1</sup>Braidwood's letter to Capt. Pollard is quoted in full, with a fac-simile of signature, in Appendix I.—A. G. B.

struction in our art. Having flattered ourselves that you were long ere this established, we have felt much at a loss to acct. for this event, and trusting that you are in life and in the practice of your profession we have judged it proper to have no concern with him, but we have recommended his making application to you."

This refers of course to the Rev. Thomas Hopkins Gallaudet, who was then in Great Britain trying to obtain a knowledge of the Braidwood method of instruction preparatory to opening a school for the deaf in Hartford, Conn. (which was done in 1817).

The Braidwood family<sup>1</sup> seem to have been at a loss to account for the fact that Gallaudet should have deemed it necessary to cross the Atlantic to learn the Braidwood method when he knew that John Braidwood was right at hand on Virginian soil. Not understanding the condition of affairs in America, they feared that, in aiding Gallaudet, they might be injuring their own relative in Virginia, and helping to establish a rival institution.

#### GALLAUDET'S LETTERS CONCERNING BRAIDWOOD (1815).

It is hardly likely that Braidwood was a good correspondent, and his family in England evidently knew but little of him.

Gallaudet wrote to Coggsell (1815, August 15):

"The mother of Mr. Braidwood who is in America, will be much obliged by any information you can give me respecting him. Do take some pains to do this. I wish to oblige her, and write all you know of him, be it good, bad or indifferent." (Life of T. H. Gallaudet, by E. M. Gallaudet, 1888, p. 72.)

In another letter to Dr. Coggsell from Edinburgh,—1815, September 22,—Gallaudet says:

"Mr. Kinniburgh, the instructor of the school in this place for the deaf and dumb, received his first instruction in his Art from Mr. Thomas Braidwood, the grandson of the original Mr. Braidwood, to whom he bound himself not to communicate any information

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<sup>1</sup>For notes concerning the Braidwood family see Appendix J.—A. G. B.

respecting the subject to any individual for seven years.<sup>1</sup> Four years of this period have expired. I have been corresponding with Mr. Thomas Braidwood on this subject, in hopes that I might prevail on him to release Mr. Kinniburgh so far as his bond might refer to America. But Mr. Braidwood is not to be moved. This morning I received a positive refusal to my application. The reason for this which Mr. B. assigned is, that his brother, Mr. Jno. B., is in our country—the same gentleman of whom we heard as being in Virginia. The truth is, he left this place a few years since in disgrace. He was solicited to undertake the superintendence of a public school for the deaf and dumb. He conducted so badly and contracted so many debts that he was obliged to abscond.<sup>2</sup> What dependence can be placed on such a character.” (Life of T. H. Gallaudet, by E. M. Gallaudet, 1888, p. 77.)

John Braidwood, however, at this time was doing well in Virginia. The Institution at Cobbs was in full operation and seemed to give promise of becoming a permanent Institution. It safely weathered the first year of its existence; and the following is one of the advertisements that heralded the beginning of the second year:

BRAIDWOOD'S ADVERTISEMENT ANNOUNCING THE OPENING  
OF THE SECOND YEAR OF THE SCHOOL (1816).

INSTITUTION

For the Education of the Deaf and Dumb

and for Removing

IMPEDIMENTS IN SPEECH.

Established at Cobbs, near Petersburg, Va., conducted by Mr. J. Braidwood, a descendant of the late

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<sup>1</sup>The bond given rendered him liable to a penalty of one thousand pounds sterling (\$5000). See *Annals* XX, pp. 154-157. The contract included an agreement to teach none but charity scholars for a period of seven years, ending in 1819. After three years, however, Mr. Kinniburgh obtained liberty to take private pupils, on condition of paying one-half the sum received to the Braidwood family. (*Annals* II, 42-43).—A. G. B.

<sup>2</sup>John Braidwood was the first principal of the Edinburgh Institution, opened in 1810. See Appendix K.—A. G. B.

Messrs. Thomas and John Braidwood of Edinburgh and London.

Children who have been born deaf, or those who have lost their hearing by accident or disease, are taught to speak and read distinctly the principles of language— They are also instructed in Arithmetic, Geography, with the use of the Globes, and every branch of Education necessary to render them useful and intelligent members of Society.

Those attending the Institution for the Removal of impediments in Speech, arising from deficiencies and mal-conformation of the organic system, constitutional debility or habitual imitation, &c., may receive instruction, if required, in such parts of education and science as might not immediately interfere with the object of their attendance.

The public are respectfully informed that the above Institution was commenced at Cobbs in March last, since which several pupils have been received under the tuition of the professor; and the most satisfactory testimony can be obtained of the progress of the students, by personal, or written application to the Honorable James Pleasants, M. C., Washington; the Rev. Wm. Maffit, Salona, near Georgetown, Potomac; Captain Wm. Bolling, Goochland, Va., or at the Institution.

January 9.

(Copied from the Petersburg, Va., *Republican*, 1816, February 9. The advertisement also appeared in the issues of February 13, 16, 20, 25.)

We know very little about the second year of the school. It was certainly in existence on the twenty-second of May, 1816, when the Rev. Wm. Maffit, step-father of Braidwood's pupil. George Lee Turberville, wrote the following letter, which was found by Col. Holladay among the papers of his grandfather, Mr. Poindexter.

## LETTER FROM REV. WM. MAFFIT (1816).

Salona, May 22d, 1816.

To John Braidwood, Esq.,  
Cobbs, near Petersburg, Va.,

Dear Sir:

Colo. Cox of Geo-Town informed me that you had drawn on me for six hundred and forty or fifty dollars. I am really distressed on account of my inability to honor your draft at this time. In consequence of the Banks calling in their paper there is the utmost distress in this part of the country.

If I could borrow the above sum I would most cheerfully; but that is impossible in the present state of our currency. When I had the pleasure of writing you last I believe I informed you that it was probable I could advance the sum you wanted early in the month of June. I am now in daily expectation of a visit from a gentleman who has the management of my property in Westmoreland; and who wrote me lately that he had no doubt of being able to bring me all the money I had requested. As soon as he shall arrive I will write you and I trust he will enable me to meet your wishes. Please to present me affectionately to George and believe me

Dear Sir to be very sincerely your

Well wisher and Hbl. Servt.

WM. MAFFIT.

Early in 1816 Braidwood found himself in financial straits; and the above letter shows that he had difficulty in collecting the money due to him for the instruction of pupils. Debt was a serious matter in those days, as he had found out to his cost in 1812. He owed considerable money to the merchants of Petersburg, Va., and was unable to pay; disheartened and discouraged he left the Institution and went to Richmond, Va., where, no doubt, he sought the counsel of his legal friend, Mr. Poindexter. Without money to properly meet his weekly expenses, and harassed by his creditors, Braidwood forestalled any further action of the Courts by leaving the State of Virginia, in the autumn of 1816, and journeying North.<sup>1</sup> Nothing more was heard of him

<sup>1</sup>See Appendix L for copy of letter from Mr. Edward Hallam, of Richmond, to his friend and correspondent, Dr. Mason F. Cogswell, of Hartford, Conn., October 6, 1816.—A. G. B.

in Virginia until the following year (1817), when he returned to Richmond "penniless, friendless, and scarcely decently clad," and besought once more the assistance of Col. Wm. Bolling.

In reference to the Cobbs School Col. Bolling says:

LETTER OF 1841 (THIRD EXTRACT).

"Braidwood being an alien and Cobbs situated on the Tide Water, I obtained permission from Mr. Monroe, then Secretary of State, for him to reside there. I gave him possession of the house, its furniture, servants, stocked nearly as my mother left them. Here he expressed, and I thought felt, unbounded gratitude to me, for placing him in a situation to make his own fortune, and render incalculable benefit to many deaf mutes.

"Here he took charge of some four or five young gentlemen at \$500 each per annum, and here, like his commencement at my house, he for some time conducted himself and his institution to the entire satisfaction of all concerned. At length, having become generally acquainted in the neighborhood and in Petersburg (ten miles distant), he relapsed into his former habits of neglect, dissipation, and extravagance, he became largely indebted to the merchants of that place, and suddenly abandoned the institution and fled to the North;—did nothing—and in 1818<sup>1</sup> returned to Richmond, penniless, friendless, and scarcely decently clad—again he applied to me, and again I went to his relief by forming a connection between the Rev. Mr. Kirkpatrick, then residing in Manchester, and himself." &c., &c.

(To be continued.)

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<sup>1</sup>Evidently a mistake for 1817; for Braidwood's association with Kirkpatrick was announced in an advertisement dated June 24, which appeared in the *Richmond Enquirer*, July 1, 1817.—A. G. B.

## APPENDIX F.

## REQUEST OF THE MARSHAL OF VIRGINIA.

(From the *Richmond Enquirer*, 1813, March 16.)

DEPARTMENT OF STATE.

February 23, 1813.

Alien enemies residing or being within forty miles of tide-water, are required forthwith to apply to the Marshals of the States or Territories in which they respectively are, for passports to retire to such places beyond that distance from tide-water as may be designated by the Marshals. This regulation, however, is not to be put in force without special notice against such Alien enemies not engaged in commerce as were settled previously to the declaration of war in their present abode, or are there pursuing some regular and lawful occupation unconnected with commerce, and who obtain monthly, from the Marshal of the district in which they reside, permission to remain where they are.

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The above notice having been duly published and no applications having been made to me as required, I hope that the good citizens of this Commonwealth will give me such information relative to Alien enemies and their occupation as will enable me to discharge the duties required of me.

ANDREW MOORE, M. V. D.

## APPENDIX G.

## BRAIDWOOD'S OBJECT IN COMING TO AMERICA.

Prominent American publications announced Braidwood's arrival in this country and urged patriots and philanthropists to co-operate in his undertaking.

From *The Weekly Register*, Vol. II, page 53. Baltimore, Md. Saturday, March 21, 1812 (Supplement.)

## THE DEAF AND DUMB.

It is with great pleasure we announce to the public the arrival in this country of Mr. John Braidwood, a rel-



ative of the gentlemen of that name, who have acquired so much celebrity by their academy for the instruction of the deaf and dumb, originally established at Edinburgh, but now at London. The object of Mr. Braidwood's visit, we are informed, is to effect the institution of a similar academy in this country, and every patriot and philanthropist must second so useful and honourable an undertaking. The individuals who will be benefitted by such an institution, are peculiarly deserving of commiseration; and though we may justly boast that the hardy offspring of our countrymen are less defective in their organization than the natives of more luxurious nations, in spite of the flimsy aspersions of Buffon, yet nature even in America has deprived many human beings of the two important faculties of receiving and communicating knowledge, which the labours of Mr. Braidwood are calculated to restore. As a proof of the high estimation entertained for Mr. Braidwood's academy in Great Britain, we extract a passage from Pennant's tour through Scotland in 1772, vol. 3, page 256.

"On returning into the city, I called at Mr. Braidwood's academy of deaf and dumb. This extraordinary professor had under his care a number of young persons, who had received the Promethean heat, the divine *in-flatus*, but from the unhappy construction of their organs, were (until they received his instruction) denied the power of utterance; every idea was locked up, or appeared but in their eyes, or at their fingers' ends, till their master instructed them in arts unknown to us, who have the faculty of hearing.

"Apprehension reaches us by the grosser senses—they see our words; and our uttered thoughts become to them visible. Our ideas expressed in speech, strike their ears in vain; their eyes receive them as they part from our lips; they conceive by intuition, and speak by imitation.

"Mr. Braidwood first teaches them the letters and their powers, and the ideas of words written, beginning with the most simple; the art of speaking is taken from the motion of the lips, his words being uttered slowly and distinctly. When I entered the room, and found myself surrounded with numbers of human forms, so oddly circumstanced, I felt a sort of anxiety, such as I might be supposed to feel had I been environed by an-

other order of beings. I was soon relieved by being introduced to a most angelic young creature, of about the age of thirteen. She honored me with her new acquired conversation; but I may truly say, I could scarcely bear the power of her eyes; she looked me through and through. She soon satisfied me that she was an apt scholar; she readily apprehended all I said, and returned answers with the utmost facility. She read, she wrote well; her reading was not by note; she could clothe the same thoughts in a new set of words and never vary from the original sense.

"I left Mr. Braidwood and his pupils, with the satisfaction that must result from a reflection on the utility of his art, and the merits of his labors, who, after receiving under his care a being that seemed to be merely endowed with a human form, could produce the divine *particula auræ* (latent and but for his skill condemned to be ever latent in it); and who could restore a child to its glad parents, with a capacity of exerting its rational powers, by expressing sounds of duty, love, and affection."

Notice is also taken of the advantage and success of Mr. Braidwood's Academy by Dr. Johnson in his tour to the Hebrides, and by Lord Monboddo in his essay on the origin and progress of language.—Mr. John Braidwood is now in this city, and we hope, before he leaves us, to be favored with the general outlines of his plan of education, and his views of residence among us.—*Nat. Intel.*

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## APPENDIX H.

### BRAIDWOOD IMPORTUNED TO OPEN A PUBLIC INSTITUTION.

The following extracts from letters<sup>1</sup> written by John Braidwood show that during the time he was fulfilling his engagement at Bolling Hall, he was frequently importuned to open a public institution.

Under date of August 28, 1813, Braidwood writes:

"In a former letter I promised to make you acquainted with the particulars of my conversation with Mr. Samuel Branch, which I now fulfil with pleasure.

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<sup>1</sup>Copies may be found in the Volta Bureau.—A. G. B.

He said his call upon me was at the request of Mr. Hancock of Charlotte, and two other friends, one resident in Pittsylvania, the other in Georgia, to obtain information as to my intentions of residence in this country, being led to hope (from the notice which appeared from me in the papers of June, 1812) that I purposed ere long forming an establishment for the reception of the many unfortunate children who depended upon receiving an education at my hands. That he was authorized by Mr. Hancock and friends to say that they were ready to place their children, six in number, under my care at any moment, and disposed to meet any terms I might suggest with liberality. He observed that he felt it his duty to urge me to extend to such claimants benefits which I was called upon to give to as many as lay in my power, adding that Mr. Hancock had determined to incur any expense for their education and was on the eve of sending the children to my family in England when my advertisement in the *Enquirer* arrested his attention,—pleased with my communications, he determined to place them with me in Baltimore last November, had I settled there."

And again under date of Sept. 2, 1813, Braidwood writes:

"I met with General Moore at the Court House some few days ago,—Mr. Anderson introduced me to him, at my request. He expressed much satisfaction at meeting with me having been for sometime desirous to learn something about my important art, and fulfil a commission delegated to him by a family who reside in the neighborhood of Staunton, who have a little girl of eight years of age born deaf. They are in affluent circumstances and their proposals to me most liberally made."

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## APPENDIX I.

### BRAIDWOOD'S LETTER TO CAPT. POLLARD.

To Captain Pollard, Ship *Middlesex*, Bermuda Hundred, by Billy.

Cobbs, Saturday Morning.

Dear Sir:

You will much oblige me by the loan of your boat today to bring a gentleman down to the point who has

some tobacco (say Ninety Hogsheads) to ship for London. Most probably should you find it convenient and agreeable to come up you may obtain them on freight.

I shall be most happy to see you at dinner and hope nothing may disappoint me in seeing you. I was sorry you hurried away so early on Wednesday morning, I expected you would have breakfasted with me.

Mr. Bolling and the boys desired to be remembered by you and hope you will not fail to be our kind Captain today in which desire I beg leave to add the assurance of yours very truly, in haste,



P. S. Tomorrow being Sunday make your arrangements to return this evening *with me* and spend the day tomorrow at Bachelor's Hall.

J. B.

## APPENDIX J.

### THE BRAIDWOOD FAMILY.

(From the *Annals*, XXIII, 64-65.)

Many of the recognized authorities—even the most trustworthy—give a very confused and erroneous account of the various members of the Braidwood family, so prominent in the history of deaf-mute instruction in Great Britain. For instance, in the *Annals*, Vol. VIII, p. 249, it is said that a son of the elder Braidwood came to America; in Vol. XX, p. 156, Thomas Braidwood, a grandson, is made the American visitor, while the Messrs. Guyot, in their *Liste Littéraire Philocophe* (p. 255), send the elder Braidwood himself to this country ! None of these statements are correct.

The Rev. H. W. Syle, of Philadelphia, and the editor of the *Annals*, in connection with their work on the *Annals Index*, have lately had occasion to look up the genealogy of the members of the Braidwood family who were engaged in teaching the deaf, which, so far

as it can be gathered from the materials at their command is here put on record for the benefit of future historians:

1. *Thomas Braidwood* opened his school for the Deaf and Dumb in Edinburgh in the year 1760, and removed it to Hackney, near London, in 1783. He died in 1806.

2. After *Thomas Braidwood's* death the school at Hackney was carried on by his widow and his son, *John Braidwood*, and after the death of both of these by *John's* widow.

3. *John* had two sons, one of whom, *Thomas Braidwood*, named after his grandfather, the original teacher, opened a school at Edgbaston, near Birmingham, in 1814, and remained there until his death in 1825. This is the *Mr. Braidwood* to whom *T. H. Gallaudet* applied in 1815 for the relief of *Mr. Kinniburgh* of Edinburgh, from his obligation not to reveal the art of instruction, and who, after consultation with his mother at Hackney, and other friends, refused the request.

4. *John's* other son, named *John Braidwood*, after his father, took charge of the Edinburgh Institution in 1810, but in 1812 came to America with the view of instructing the deaf-mute children of a Virginia gentleman named *Bowling* or *Bolling*. He endeavored to establish schools in Baltimore, New York, and Virginia, but being of dissolute habits, failed in all these enterprises, and finally died a victim to intemperance.

5. *Joseph Watson*, LL. D., the first master of the London Asylum, which was begun at Bermondsey, and after removed to its present location in the Old Kent Road, was a nephew of the first *Thomas Braidwood*. The principalship of the London Asylum is still held by members of the *Watson* family.

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## APPENDIX K.

### BRAIDWOOD IN THE EDINBURGH INSTITUTION (1810).

In a sketch of *Walter Geikie, Esq.*, deaf and dumb, (see *Annals*, VII, pp. 232-233), his brother, *Rev. Archibald Geikie*, relates that his father met with some success in teaching his

deaf son, and that Robt. Cathcart, Esq., became interested in the matter, and interested many benevolent gentlemen in a scheme to open an institution for the education of the deaf in Edinburgh (opened in 1810). He says:

"Funds were liberally provided, and my father was requested to take charge of it. \* \* \* Unfortunately he rated his capabilities too humbly and declined the offer on the ground that he could not properly or with advantage to the class for whom the institution was designed, accept of it. \* \* \* On his refusal Mr. Braidwood was invited from London, and about, I think, 1810, that gentleman came to Edinburgh on his own terms; i. e., he was to receive a liberal salary, and to charge for those pupils whose parents were in circumstances to pay, such price as he thought reasonable, a limited number being admitted to gratuitous instruction.

"My brother was one of the first pupils enrolled, and the fee charged was nine guineas, or \$38 a quarter; this extravagant charge was paid during three quarters, at the end of which Mr. Braidwood abruptly left Edinburgh and the Institution was abruptly brought to a standstill. My brother was a day-scholar, attending so many hours, and returning home in the afternoon; he however received little or no instruction; as during the time Mr. B. employed him as a teacher under him, taking little or no interest in the business himself."

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#### APPENDIX L.

##### BRAIDWOOD AT RICHMOND, VA. (1816).

(Takes stage for the North.)

The following letter from Edward Hallam at Richmond, Va., is addressed to Doc. Mason Cogswell, Hartford, Connecticut. The original manuscript is on file at the rooms of the Connecticut Historical Society, Hartford, Conn. A copy of it has been obtained through the courtesy of Mr. Albert C. Bates, the librarian of the Society:

Richmond, Octr. 6, 1816.

Dear Sir,

I rec'd your very friendly letter by Mrs. Jones, also a letter directed to Mr. Braidwood.—I made immediate enquiry for Mr. Braidwood and was inform'd that

he had abandoned his school or rather he had been discharged from it.—And that Cap. Bowling, his principal patron, had taken his son home, and that Mr. Braidwood had come to Richmond, and was at the Bell Tavern. I without delay went to the Bell, and was inform'd he had been there but had gone to the Swann Tavern, I enquir'd for him at the Swann, and was told he had taken the stage for the North and had left his Bills unpaid at Both places.—I am apprehensive he has given himself up to dissipation, a great pity Indeed. That a man so abundantly capable of doing so much good should throw himself away, or should yield himself up to dissipation and vicious habits,—no doubt has ever been entertain'd here of his incompetency. Evident proof has been evinced of his being duly qualified.—It is possible when he feels very sensible, the spur of necessity,—that he may find his way to Hartford.—I wish he may. It is possible he may yet be reclaim'd, he is quite a young man, a suitable degree of restraint, together with the Benefit of Example, may possibly restore him to regular habits.—While in Virginia, he has been under no restraint, more than a loose contract might impose, and no one near him to attend to the fullfilment.—Whenever I hear from him, I will forward your letter, unless otherwise advis'd.—I receive with much pleasure your favourable anticipations of my son John.—It would afford me inexpressible satisfaction should they soon be realized.—His brother James visited Rich'd during the Vacation, on his return to New York he inform'd me, that he had agreeably to my directions, remitted his Brother Six Hundred Dollars, which will Enable my son John to attend the Medical lectures at New Haven this winter.—I hope, and trust, he will avail himself of every opportunity for improvement. Both his age and Size, lead me to expect that at no very distant period he will be capable of providing for himself.—In behalf of my inexperienced son, I must solicit a continuance of your friendly advice and admonitions.—and believe me to be with Sentiments of Respect and Esteem yours very Sincerely,

ED. HALLAM.

## THE CONFERENCE OF PRINCIPALS.

The Eighth Conference of Principals and Superintendents of American and Canadian Schools for the Deaf was held at Talladega, Alabama, June 30-July 4, 1900. The attendance included eighteen active members and forty honorary members, representing nineteen states. Fear of the heat incident to a southern summer, and the fact that no reduction in railroad rates could be secured, undoubtedly kept down the attendance from northern and western states. Had the conference been called a few days later, the low rates to the N. E. A. meeting at Charleston could have been utilized and the attendance at both meetings would probably have been considerably increased. It was probably an oversight that advantage was not taken of the Charleston meeting to secure a low transportation rate, at least to those wishing to attend both meetings.

The Conference met for its opening exercises at 8:30 o'clock Saturday evening, in the Institution chapel. In the absence of Dr. Job Williams, the Chairman of the Executive Committee, the meeting was called to order by Mr. R. O. Johnson, a member of the Committee. Upon motion Hon. H. L. McElderry of Talladega was elected temporary president and E. A. Gruver of New York temporary secretary. After prayer by Rev. T. M. Calloway, Hon. J. B. Graham, on behalf of the state of Alabama and the city of Talladega, delivered the address of welcome. Responses were made by Dr. E. M. Gallaudet of Washington, Mr. W. K. Argo of Colorado, Mr. J. N. Tate of Minnesota, Mr. F. W. Booth of Pennsylvania, Mr. J. R. Dobyns of Mississippi, and Mr. N. F. Walker of South Carolina. The following committees were appointed: On credentials—H. C. Hammond, N. F. Walker, E. A. Gruver; on order of business—A. Rogers, W. K. Argo, Wm. A. Bowles; on permanent organization—W. O. Connor, E. M. Goodwin, J. N. Tate.







EIGHTH CONFERENCE OF SUPERINTENDENTS AND PRINCIPALS.

TALLADEGA, ALABAMA, JUNE 30-JULY 4, 1900

The committee on permanent organization reported the following officers: President, F. D. Clarke of Michigan; Vice-President, N. F. Walker of South Carolina; Secretary, J. H. Johnson of Alabama; Assistant Secretary, E. A. Gruver of New York. The above officers were elected, upon which the Conference adjourned until Monday morning at 9 o'clock.

An interesting and profitable meeting was held on Sunday morning at which was discussed informally the manner of arranging and conducting the Sunday exercises at the several schools represented. It was the general feeling that there was danger of having too much in the way of services and exercises on Sunday rather than too little, making it thus a day to be looked forward to with dread by the pupils rather than with pleasure. On the other hand it was held that the day should have preserved to it its distinctive character, with the regular work and the games of the week entirely put aside. Prayer meetings, missionary societies, and Endeavor societies conducted by the pupils were especially commended.

At the Monday morning session a resolution was offered by Mr. F. D. Clarke and adopted by the Conference by which Dr. E. M. Gallaudet, Dr. E. A. Fay, and Rev. Thomas Gallaudet were authorized and requested to represent the Conference at the International Congress to be held at Paris. The first topic taken up was, "The relation of the College to the Schools for the Deaf," by President E. M. Gallaudet of the College. It was especially urged by President Gallaudet that Superintendents and Principals have their pupils thoroughly prepared for the College work, and that examination papers sent in be absolutely the unaided work of the pupils themselves. Other topics discussed were, "The value of examinations in schools for the deaf," the general opinion being that examinations are valuable and necessary; "Industrial Education," (a paper by Mr. Robinson of the Wisconsin school, read for him by Mr. Clarke), in which it was urged the establishment of industrial bureaus in connection with the various institutions. The general consensus of views seemed to be that there are already virtually such bureaus in the present organization of the schools in the work that Superintendents and foremen

do. A resolution was introduced by Mr. Dobyns and passed by the Conference to the effect that the Executive Committee be directed to select the date and the place and to prepare a program for the next Conference at least three months before the meeting. At the afternoon meeting the following topics were considered: "Industrial training in our public schools,"—a paper by Mr. J. N. Tate; "Comparative value of the several trades taught in schools for the deaf;" and "A proper division of the time of the pupils between literary and industrial work."

At the Tuesday morning session the report of Dr. E. A. Fay, editor of the *Annals*, was read. In this it was recommended that the *Annals* be published five times a year instead of six times, appearing in September, November, January, March, and May—thus alternating with the *REVIEW* and giving the profession in the two magazines virtually a monthly publication. It was also recommended that the funds of the Committee be hereafter kept on deposit in the Seaman's Saving Fund, N. Y., where four per cent. interest may be obtained. The above recommendations were approved by the Conference. It was passed that hereafter Presidents of Conferences shall be members of the Executive Committee ex-officio, each serving as a member of the Committee during his term of office. The Conference proceeded to the election of four members of the Executive Committee. The following were elected: R. O. Johnson, J. H. Johnson, W. K. Argo, and A. L. E. Crouter. The following questions were then considered: "The course of study in a school for the deaf," the discussion being led by Mr. R. O. Johnson; "Plan of locating deaf children and bringing them under instruction"; "What is the proper proportion of male and female teachers for a school for the deaf?"—in the discussion of which it was held as desirable that there be a larger proportion of male teachers than prevails in our schools today; "The merits of the akoulallion," upon which Mr. Clarke, who has an instrument under test, expressed himself as believing that it will in time be a great deal of help in teaching pupils orally—that the sense of hearing will, by use, be cultivated and developed. At the afternoon session a paper prepared by Mr. W. Wade on "The deaf-blind," was read. It was

discussed briefly by Mr. Graves, a blind man who was present. In the discussion of the question, "How should an institution paper be conducted?" it was generally agreed that a children's paper should be aimed at—that the children's page should have the chief attention in the make up of the paper. The children's page of the Michigan Mirror was especially commended, and upon Mr. Clarke's statement that the stories upon this page were to be reprinted in book form for use in his school, he was requested by vote of the Conference to print an extra edition for use in other schools and to ascertain by correspondence with Superintendents the number of copies that would be required. The next question presented, "Is it necessary for a school for the deaf to have a principal of the intellectual department, and why?" was answered by Mr. Dobyms in a sentence: "It depends upon whether the Superintendent has time, and is competent to perform the duties of the office of principal." Upon the next question, "What is the better plan with cases of retarded mental development, grouping them in classes, or distributing them among the other classes?" various opinions were advanced. It seemed to be accepted that in small schools it is necessary to distribute such pupils, while in large schools they may be grouped to advantage in classes. In the evening a reception was tendered by Superintendent and Mrs. Johnson to the members of the Conference and the citizens of Talladega, which was a highly enjoyable occasion.

The Wednesday morning session witnessed the closing exercises at which were offered the usual complimentary resolutions. It also witnessed an event not usual, but which was no less complimentary to the persons chiefly concerned. Just as the Conference was on the point of final adjournment, Mr. R. O. Johnson advanced to the platform and in fitting words presented to the host and hostess of the Conference, Mr. and Mrs. J. H. Johnson, a beautifully designed cut glass punch bowl. The presentation was but a small evidence of the appreciation of the kindly hospitality of Mr. and Mrs. Johnson in their institution home, of those who had for a brief season enjoyed it.

The report would not be complete without reference to the buildings and grounds of the Alabama Institution. The build-

ings are ample and numerous and excellently planned and arranged for their several purposes, and all were in the most perfect repair and order. The grounds are extensive and include, besides the beautiful campus and roomy play-grounds, a garden that supplies a great portion of the vegetables used by the school.

Talladega is a typical southern town of some five thousand population, with cotton and iron mills, and, besides the school for the deaf, a school for the blind and two colleges for colored people. A drive about the town indulged in by the Conference gave opportunity for noting evidences on all sides of thrift, prosperity, and contentment.

Upon the breaking up of the Conference, a number of its members—thirteen—accepted the kind invitation of Superintendent and Mrs. W. O. Connor to stop off with them at Cave Spring, the seat of the Georgia Institution. It is hardly necessary to say that Alabama hospitality was duplicated in Georgia, and that the thirteen carried away with them the most pleasing impressions of the commodious and well-arranged buildings and the beautiful well-kept grounds of the Georgia Institution.

THE NATIONAL EDUCATIONAL ASSOCIATION  
MEETING—PROCEEDINGS OF DEPART-  
MENT XVI.

On Wednesday afternoon, July 11, at 3:30 o'clock, the sub-department devoted to the instruction of the deaf, of Department XVI, N. E. A., met in St. Andrew's Lutheran Sunday-school building, Charleston, S. C.

There were present representatives from South Carolina, Georgia, Mississippi, Kansas, California, Illinois, New York, Pennsylvania, and the District of Columbia, together with an audience filling the room.

The meeting was called to order by Miss Mary McCowen, of Chicago, Ill., chairman of the sub-department, after which prayer was offered by Rev. J. A. B. Scherer. In the absence of the secretary, Dr. E. A. Fay, Mr. E. A. Gruver, of New York, was asked to act in that capacity; and the president, Dr. Warring Wilkinson, of California, being also absent, Dr. J. C. Gordon, of Illinois, made the opening address. Prof. Walker, of the Cedar Spring, S. C., School interpreted for the deaf present.

Dr. Gordon discussed briefly the progress which is being made in the work of the education of the deaf, and spoke in the most encouraging manner of the rapid advances made by deaf children when started upon right lines.

"The Growth and Development of Southern Schools for the Deaf" was the subject of a paper read by Superintendent J. R. Dobyns, of the Institution for the Deaf, Jackson, Miss. It was in part as follows:

"The Southern Schools opened originally with a total attendance of ninety, an average of seven. They enrolled last year two thousand six hundred and twenty-three. They began with one teacher in each school. To carry on the work last year required two hundred and forty-four instructors. Their aggregate original annual appropriations for support was \$84,000. They expended for the same purposes during the last fiscal period \$431,004. The original value of their buildings and grounds was \$48,144. The present value is \$1,977,500. They were opened in various

kinds of buildings. Some were rented, some in family dwellings. Georgia and Texas inaugurated their work in log cabins which belonged to them. The buildings of the former are now worth \$85,000; the latter \$300,000. From the mean, uncomfortable, and inadequate quarters in which they were started, all, except two, have grown into imposing, comfortable, and ample brick and stone buildings. From humble suppliants at the feet of Legislatures, begging for recognition and pleading for support, they have grown to that stature which commands recognition and demands support.

"From small classes formed to cultivate the power to express thought in the sign and written languages they have developed into great schools for the upbuilding of the physical, intellectual, and moral manhood of the deaf. The best illustration of their development is found in the number and character of the various branches of instruction in the education of the deaf, most of which are taught in the Southern schools. Those of the handiwork are as follows, viz.: baking, barbering, basket-making, blacksmithing, book-binding, bricklaying, broom-making, cabinet-making, cal-smining, carpentry, chalk-engraving, cementing, chair-making, cooking, coopery, dress-making, embroidery, engineering, fancy-work, farming, floriculture, gardening, glazing, harness repairing, housework, horticulture, ironing, knitting, manual training, mattress-making, millinery, painting, paper hanging, plastering, plate engraving, photography, printing, sewing, shoemaking, sloyd, stone-laying, tailoring, typewriting, Venetian iron work, weaving, wood-carving, wood-turning, wood-working, and the use of all tools.

"The intellectual and aesthetic natures of the pupils are provided for by their instruction in reading, history, mathematics, science, philosophy, literature, governmental science, speech and speech-reading, art, painting, decorating, engraving, and modelling.

"The high moral character of officers and teachers employed in these schools and the systematic instruction given show the development along the spiritual line. So thorough has been the development in all directions that the deaf of the South today stand in need of nothing to place them upon a level with the best hearing men and women, except ephphatha. The useful, intellectual, and moral qualities of the graduates of these schools afford a general proof of the broadest development."

This paper was discussed by Superintendent N. F. Walker, of Cedar Spring, S. C., who gave interesting details of the early history of the South Carolina Institution, which was founded by his father in 1849.

The second paper was on "The State of the Case," by Miss Mary Garrett, principal of the Home for Training in Speech of



Deaf Children Before they are of School Age, Philadelphia, Pa.  
A brief synopsis of this paper is given:

"The discouragements that have been met by all leaders of thought whose ideas have been in advance of their time have naturally been made a stumbling block in the way of educators, who have claimed and endeavored to prove how nearly like so-called defective children can be made to normal children—provided always that the same opportunities for development are afforded them that are given to every normal child.

"In the work for defectives, in which I am interested, the opportunities generally given the deaf in infancy and early youth are conspicuously few. The 'opportunity,' so-called, to be given the deaf child, is nothing mysterious or peculiar; it is that just as the hearing baby is taught through its ear almost from birth, the deaf infant should get the same repetition of everyday language through its eye that the hearing child gets through its ear and gradually be led to communicate through speech. No more motions should be made to it than to the hearing child. Unfortunately the majority of parents of deaf children, blind to their possibilities, are so bound by the tradition that they cannot do things that they rarely give them the proper opportunity.

"I believe that the ideal condition for the education of every deaf child is to surround it in its own home from infancy with every opportunity along the lines referred to. Until this work is done in the home the environment of defectives, whilst they are being educated, must be as 'home like' as possible. That end is constantly kept in view in the work carried on at the Home for the Training in Speech of Deaf Children Before they are of School Age, and with what satisfactory results may be adjudged from the following extracts from letters, each one of which is from a teacher in various schools for the hearing, of congenitally deaf children who have been here given the help at the natural age and who are now holding their own in classes at the public schools.

"Of one child her teacher writes:

" 'Isabel has been easily holding her own with the class she entered this fall. It is not at all difficult to make her understand, and I find that she reads speech more rapidly all the time.'

"The teacher of another child says:

" 'In many ways Albert is in advance of the pupils here of his age.' And again, 'I never before had seen a deaf person, but I find very little difficulty in teaching him.'

"Another teacher writes:

" 'It seems perfectly wonderful to me that with her affliction Annie has been educated to such a point that she can hold her own with hearing children.'

"I can say that no deaf child who has completed its preparatory course with us of learning articulate speech, speech-reading, and language has in any point failed to hold its own with hearing children."

The next paper was by Superintendent A. L. E. Crouter, of the Institution for the Deaf, Mt. Airy, Philadelphia, Pa. It was entitled, "Recent Changes of Method in the Pennsylvania Institution for the Deaf," and was, in part, as follows:

"From 1820 to 1870 the Pennsylvania Institution for the Deaf and Dumb employed the sign, or French method, signs being the basis of all mental development and the principal means of communication. In 1870 articulation teaching was introduced, from thirty to forty-five minutes' instruction daily being given by a special teacher to such pupils as it was thought might be able to learn to speak and read the lips, the rest of the time being devoted to instruction by signs. Experience demonstrated the impossibility of securing the desired results under this method, and in 1881 there was opened a branch school, where instruction was given by oral methods exclusively. At the same time two oral classes were formed in the main institution, the pupils of which were taught by oral methods, but were permitted to mingle freely with the sign-taught pupils out of school. Practically all approved methods of instructing the deaf were then in operation under the observation of the same officers, by whom comparative tests were made at stated intervals. In no instance were orally taught pupils found inferior to the manually taught, and their progress in language was notably better. The work under separate oral instruction was found to be greatly superior to that done in the oral classes, whose pupils were allowed to mingle with manual pupils. The speech and lip-reading of the half hour articulation classes was less and less satisfactory the longer it was compared with that of pupils taught by the purely oral method, and such instruction was finally discontinued in 1888. On the removal of the school to Mt. Airy in 1892, the two oral classes of the main institution were merged with those from the oral branch, and since then only two methods have been employed, the pure oral and the pure manual.

"The oral method has won its way in competition with the manual by sheer force of merit, so that since the establishment of the separate oral department in 1881, when nearly 90 per cent. were under manual instruction, and only a little over 10 per cent. under oral, the conditions have gradually reversed themselves until the enrolment for 1899 showed over 90 per cent. in the oral department and less than 10 per cent. in the manual. Since 1892 only twenty of the four hundred and ninety-three pupils entered under oral instruction have had to be transferred to the manual department because of inability to learn by speech methods, and

their subsequent progress has proved that their failure was not due to the method, but to defective mental powers.

"After twenty years' experimentation with and comparison of methods the school has arrived at the conclusion that proper oral methods—meaning the use of speech and speech-reading, writing, pictures, and the free use of books—are fully adequate for the best education of the deaf, and that when a deaf child cannot be so educated it is useless to hope for any marked success under any other method."

"Statistics of Speech-Teaching in American Schools for the Deaf," was the title of the paper read by Mr. F. W. Booth, editor of the *THE ASSOCIATION REVIEW*. Mr. Booth, in the course of his paper, said:

"Speech teaching for the deaf upon its present permanent basis in the United States dates back for its beginning to 1867, when the Chelmsford, Mass., school was started by Harriet B. Rogers. From that year and from that school the movement has since grown rapidly, but no statistics exist as to the number of deaf children taught speech until the year 1884. In that year the first statistics were collected by the *American Annals of the Deaf*. In 1884, of the 7,482 deaf children in the schools of the United States, 2,041 were taught speech—about 27 per cent. Thirteen years later, in 1899, of the 10,087 deaf children in the schools, 6,236 were taught speech—about 61 per cent. In the entire United States 43 per cent. of the pupils in school at this time are taught by "oral methods exclusively," 18 per cent. by "mixed, or combined methods," and 39 per cent. by "sign or manual methods exclusively." In the New England States 61 per cent. are taught by "oral" methods and 31 per cent. by "combined" methods and 8 per cent. by "manual" methods. In the Middle States 61 per cent. are taught by "oral," 27 per cent. by "combined" and 12 per cent. by "manual methods exclusively." In the Central and Western States 41 per cent. are taught by "oral," 17 per cent. by "combined," and 42 per cent. by "manual methods exclusively." In the Southern States 24 per cent. are taught by "oral," 7 per cent. by "combined," and 69 per cent. by "manual methods exclusively."

"The number of speech teachers in the schools in the United States for the deaf has increased from 134 in 1886, to 561 in 1899, or an increase of over 300 per cent. In the same time the number of pupils in the schools, instructed by all methods, has increased but 23 per cent."

The next address was by Mrs. Marion Foster Washburn, of Chicago, upon the subject, "Day-Schools for the Deaf, the Logical Outcome of Educational Progress." Mrs. Washburn is a strong and earnest supporter of the day-school system. In the course of her address she said that in Chicago ten of the public

schools now have departments for the training of deaf children, and that it is the expectation that after the children have been kept in the special department for a time they are to be transferred to the regular grades and classes which their proficiency in general knowledge entitle them to enter. Mrs. Washburn urged that the day-school gives the normal home life; it preserves the child's individuality, and develops it upon natural lines and in natural ways in conformity with the normal environment of family and community life.

Superintendent J. A. Foshay, of Los Angeles, California, discussed Mrs. Washburn's paper briefly, seconding all that had been said in favor of the day-school plan.

Miss Garrett, upon request from persons present, gave an interesting exhibition of speech and lip-reading, illustrating with a class of children from her school.

This was followed by tests made of the speech and lip-reading of Miss Nettie Rogers, congenitally deaf, and a graduate of the South Carolina Institution and of Gallaudet College.

The hour being late the section adjourned, to assemble again at the meeting of Department XVI, to be held in the evening at the Charleston Hotel, for the election of officers and the transaction of general business.

In the school exhibits the sub-section for the deaf was represented by the McCowen Oral School, Chicago, Illinois, with an interesting display of kindergarten work and photographs of the school and its surroundings; and by the Volta Bureau, Hon. John Hitz, Superintendent, with pamphlets and literature concerning the deaf, and an exhibit of the work in language in the Cheefoo, China, school, with a display of language charts, showing Chinese characters employed. Fine exhibits were also made by the Haddonfield and Vineland, N. J., schools for the feeble-minded of pupils' work.

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Pursuant to call Department XVI met at 8:30 o'clock p. m., July 11th, in the parlors of the Charleston Hotel, in business session.

On motion Dr. J. C. Gordon was elected chairman, and Mr. E. A. Gruver, secretary.

The question of the reorganization of the Department was discussed, and on motion it was voted to unite the three sub-sections of the Department, heretofore known as the sub-section for the deaf, the sub-section for the blind, and the sub-section for the feeble-minded, so that they shall work as one department with common officers and a common program.

Miss Mary McCowen of Chicago, Miss Margaret Bancroft of Haddonfield, N. J., and Mr. E. E. Allen of Overbrook, Pa., were appointed a committee on organization to report at the next annual meeting.

The election of officers of the Department for the ensuing year resulted as follows: President, Miss Mary McCowen of Chicago; Vice-President, Mr. E. R. Johnstone of Vineland, N. J.; Secretary-Treasurer, Mr. E. A. Gruver of New York.

On motion the officers of the Department and one person to be selected representing the blind, were appointed as an Executive Committee, and directed to prepare the program for the next meeting, to be held in the summer of 1901.

It was the general sentiment of the meeting that the program should present subjects as far as possible of general interest, and that the sessions should continue two days.

PROCEEDINGS OF THE ANNUAL MEETING OF THE  
AMERICAN ASSOCIATION TO PROMOTE  
THE TEACHING OF SPEECH TO THE  
DEAF, HELD AT MT. AIRY, PHILA-  
DELPHIA, PA., JULY 13, 1900.

The Annual Business Meeting of the American Association to Promote the Teaching of Speech to the Deaf was held on Friday morning, July 13, 1900, at Wissinoming Hall, Mt. Airy, Philadelphia, Penn.

The meeting was called to order at 11 o'clock, Vice-President Crouter in the chair. There were present Dr. A. L. E. Crouter, Mrs. A. L. E. Crouter, Mr. J. P. Walker, Mr. F. W. Booth, Miss Florence C. McDowell, Miss Susan E. Bliss, Miss Emma R. Thompson, and Mrs. Florence Kirkpatrick. In the absence of the Secretary, Mr. Booth was appointed to act in that capacity.

The call was read in which it was stated that "the purpose of the meeting was to elect three directors and to transact such other business as may come before it."

The minutes of the last annual business meeting, held at Northampton, Mass., June 27, 1899, were then read and upon motion were approved.

Dr. Crouter made report for the "Committee on the Census." The Committee had addressed itself to the work committed to it to secure from Congress an amendment to the census law whereby a proper enumeration of the deaf, of the blind, and of the deaf-blind of the country could be had. The amendment was secured and there will be a full enumeration of these classes. The Committee feel that great credit is due to their chairman, President Alexander Graham Bell, for the success of their efforts.

The Treasurer made the following report of moneys received and disbursed by him during the year ending June 30, 1900:

## RECEIPTS.

Balance as per last Report, June 28, 1899.....	\$1022 37
Caroline A. Yale, amount returned account expense for lectures,	10 00
L. S. Fechheimer, annual subscription.....	25 00
Mrs. Gardiner G. Hubbard, subscription.....	50 00
Mrs. Gardiner G. Hubbard, account of expenses.....	21 00
Grace A. Rose, annual subscription.....	10 00
Mrs. Thomas Nelson Page, life membership.....	50 00
Alexander Graham Bell, annual subscription.....	1500 00
Sales of publications.....	16 60
Rental Helen Keller cut.....	1 00
Advertising .....	30 00
Subscriptions .....	8 10
American Security and Trust Co., income for year.....	1270 20
Annual dues .....	632 00
Interest on bank deposits.....	19 56
	<hr/>
	\$4665 83

## DISBURSEMENTS.

Salary account .....	\$2100 00
Wages account .....	148 50
Treasurer's bond .....	10 50
Freight on publications .....	26 50
Printing Review .....	823 28
Printing Supplement .....	38 85
Binding and mailing Review.....	98 62
Printing,—job work .....	56 85
Translating .....	40 13
Cuts and printing .....	31 84
Certificate books .....	9 00
Linotype metal .....	43 50
Postage, express, telegraphing, traveling, etc.....	195 05
Balance .....	1043 21
	<hr/>
	\$4665 83

F. W. BOOTH, *Treasurer*.

The report of the Treasurer was accepted and ordered printed in the minutes.

The meeting proceeded to the election of three directors to fill the places of Dr. Alexander Graham Bell, Mrs. Gardiner G. Hubbard, and Dr. A. L. E. Crouter, made vacant by expiration of term. The Secretary reported that in accordance with a provi-

sion of the Constitution, nominations for the office of director had been made in writing and placed in the hands of both the President and Secretary one month prior to the date of election, and that the persons so nominated for election at this time were Dr. Alexander Graham Bell, Mrs. Gardiner G. Hubbard, and Dr. A. L. E. Crouter.

On motion the Secretary of the meeting was instructed to cast the ballot for the election of the persons named, upon which the Vice-President announced that Dr. Alexander Graham Bell, Mrs. Gardiner G. Hubbard, and Dr. A. L. E. Crouter had been elected to serve as directors of the Association for the term of three years.

The President of the meeting made announcement of the following standing committees: Executive Committee—President Alexander Graham Bell, Dr. A. L. E. Crouter, Miss Caroline A. Yale, Mrs. Gardiner G. Hubbard, Mr. Edmund Lyon, and the Secretary, Dr. Z. F. Westervelt, ex-officio. Finance Committee—Dr. A. L. E. Crouter, term expiring in one year; Mr. R. O. Johnson, term expiring in two years; Mr. Edmund Lyon, term expiring in three years. Committee on Necrology—Miss Sarah Fuller and Mrs. Gardiner G. Hubbard.

On motion Dr. Alexander Graham Bell was appointed a delegate to represent the Association at the coming International Congress at Paris, and the President and Secretary of the meeting were directed to prepare proper credentials and to forward them to Dr. Bell for presentation to the Congress.

Mr. Booth made report upon the meeting of the Conference of Principals at Talladega, and Dr. Crouter upon the meeting of Department XVI, N. E. A., at Charleston, S. C.

Adjourned.

F. W. BOOTH, *Secretary pro tem.*







DR. LADREIT DE LACHARRIERE.

BIOGRAPHICAL SKETCH OF DR. LADREIT DE  
LACHARRIERE, PRESIDENT OF THE INTER-  
NATIONAL CONGRESS AT PARIS.

Dr. Ladreit de Lacharriere, President of the Congres international pour l'etude des questions d'education et d'assistance des Sourds-Muets (Section des Entendants), is one of the eminent men of France—a physician and otologist, a man of position and wealth, and a philanthropist deeply interested in the welfare of the deaf.

Dr. Ladreit de Lacharriere was born at Privas, Department of Ardeche, on the 4th of August, 1833. He belongs to one of the oldest families of this department, which was formerly the Province of Vivarois. His father was Prefect, and his grandfather Depute for Ardeche; and he is the nephew of the celebrated Gen. Ladreit de Lacharriere, who died at the battle of Champigny, and to whose memory a monument has been erected on the battlefield at Creteil.

In 1863, Dr. de Lacharriere was appointed assistant physician to the National Institution for Deaf-Mutes in Paris; and four years later, in 1867, he was made physician-in-chief to the Institution—a position he occupied for thirty-two years, retiring in 1899. His sympathies were very strongly aroused on behalf of the deaf on his appointment as assistant physician, and since then his attention has been more and more directed to the consideration of questions affecting the education and welfare of the deaf, and to the study of diseases of the ear. In 1867, he founded the otological clinic connected with the institution, and for a period of thirty-two years gave, on an average, twelve thousand consultations per annum. In 1875, he started the *Annales des Maladies de l'Oreille et du Larynx*—one of the most important periodicals of its kind in the world. He is the author of the articles entitled, "Surdite, Surdi-Mutite, and Maladies de l'Oreille" in the "Dictionnaire Encyclopedique des Science Medicales," and has con-

tributed many articles to the *Annales des Maladies de l'Oreille et du Larynx*, and to the Bulletins of the "Societe de Medicine legales de France," of which he is one of the founders. He has also made numerous contributions to the Paris Society of Medicine (of which he was formerly president), to the medical journals, and to deaf-mute educational periodicals. For thirty years he was at the head of the "Societe Centrale d'Education et d'Assistance des Sourds-Muets," and now occupies an honorary position as its general secretary.

In 1885, Dr. de Lacharriere acted as general secretary to the National Congress of Deaf-Mutes, and in 1900, as president of the present Congress (Section des Entendants).

Dr. de Lacharriere's services have been recognized by his own and foreign governments. In 1878 he was decorated by his government, being made Officer of the Legion of Honor of France. He is also an Officer of the Academy; a Commander of the Order of Isabelle la Catholique; and Chevalier of the orders of Leopold de Belgique and of Christ du Portugal.

But of all his honors Dr. Ladreit de Lacharriere esteems none more highly than that of being President of the Congres International pour l'etude des questions d'education et d'assistance des Sourds-Muets (Section des Entendants). Alone and almost unaided, he has made this Congress a success, in spite of difficulties that would have daunted a weaker or less able man.

## THE INTERNATIONAL CONGRESSES.

9 RUE BOCCADOR, PARIS, August 20, 1900.

TO THE EDITOR OF THE ASSOCIATION REVIEW:

*Dear Mr. Booth:*—I presume you are anxious to receive some communication from me for publication in the REVIEW, concerning the International Congresses that have recently been held here, in connection with the Paris Exhibition.

It is difficult to realize the immensity of the efforts that have been made by the French Government and people to celebrate, in a suitable manner, the close of the nineteenth century. The exposition alone was a stupendous undertaking, which has been well carried out. But in addition to this, very elaborate and careful arrangements have been made for the holding of more than one hundred International Congresses on all sorts of topics. Even to recapitulate the names of these congresses would make this letter too long. A magnificent palace has been erected for their accommodation in the exhibition grounds (the "Palais du Congres"), and numerous meeting places have also been provided in other parts of the city of Paris.

At three of these congresses there were discussions concerning the education of the deaf.

### XIII<sup>E</sup> CONGRES INTERNATIONAL DE MEDECINE.

(Paris, 2-9 August, 1900.)

On the fourth of August the auricular instruction of the semi-deaf was discussed by the Medical Congress in the section of Otology.

Mr. Urbantschitsch, of Vienna, and Mr. Schwendt, of Bale, presented papers upon "Acoustical Exercises for Deaf-Mutes"; and Mr. Marichelle and Mr. Dufo de Germane, professors in the National Institution for Deaf-Mutes in Paris, discussed the whole question of "Auricular Instruction in Schools for the Deaf." I

send you copies of the papers presented in case you care to review them.

By the bye, another communication was presented to the Congress of Medicine which may be of interest to articulation teachers of the deaf, viz.: "Voice Pictures; or the Wonders of Sound and Force; their Production; their Photography," by Mr. J. Mount-Bleyer, of New York.

CONGRES INTERNATIONAL D'ASSISTANCE PUBLIQUE ET DE BIEN-FAISANCE PRIVEE.

(July 30—August 5.)

At this Congress of Charities and Benevolence I appeared as the official delegate of the United States Government, and as the chairman of a large delegation representing the city of Washington, D. C. The meeting was very largely attended, containing representatives from no less than thirty-six foreign countries.

The condition of the deaf was discussed in Section B, to which section was entrusted, among other things, the consideration of the whole subject of "Assistance hospitaliere et assistance a domicile aux aveugles, sourds-muets, lepreux, etc."—the blind, deaf and dumb, leprous, etc.!

Teachers of the deaf in America who believe that the schools for the blind and the deaf—being purely educational establishments—should be classed along with the ordinary schools of the country, have often objected to the way in which our good friends, the philanthropists, connected with charities, persist in classing the deaf and the blind with the insane and the idiotic,—classes which require eleemosynary care and restraint—but this is the first time I have seen them placed in the same category with lepers! I must say that my feelings received a great shock; and I now realize more fully than I ever did before that the people connected with charities labor under a total misapprehension of the status and condition of schools for the blind and the deaf—and that such schools should be removed entirely from the control of boards of charities and placed exclusively in charge of boards of education, who should be compelled to examine and report upon them.

At the present time the divided authority exercised in most states has led to the neglect of schools for the deaf and the blind by the proper educational authorities; and the people connected with charities are almost the only ones who have shown an interest in them.

To return to Section B, a paper was read by M. Alph. Savoure-Bonville on "Assistance to blind and deaf-mute children belonging to indigent families." The subject of "Assistance to deaf-mutes by education and instruction at different ages of life," was also ably treated by several of the professors of the Paris Institution: "Infancy," by M. Dufo de Germane; "Adolescence," by M. Belanger; "Adult Life," by M. Dupont; and in regard to backward pupils the subject of "Adults" was treated by M. Andre, and "Infancy" by M. Giboulet.

Several resolutions relating to the deaf were passed by this Congress, and I forward a copy to you together with copies of the papers presented.

CONGRES INTERNATIONAL POUR L'ETUDE DES QUESTIONS D'EDUCATION ET D'ASSISTANCE DES SOURDS-MUETS.

(6th, 7th, and 8th of August, 1900.)

I attended this Congress as an official delegate of the United States Government, and as the delegate of the American Association to Promote the Teaching of Speech to the Deaf. I also appeared as the representative of the Volta Bureau.

The Congress was divided into two separate and independent Congresses:—One (Section des Entendants) composed of teachers of the deaf and others interested in their education—all hearing persons; and the other (Section des Sourds-Muets) composed exclusively of adult deaf-mutes.

Both Congresses met in joint session on the 6th of August to listen to the address of welcome from the Honorary President, Professor Gariel, principal delegate for the Congresses of the Exposition. Addresses were also made by Dr. Ladreit de Lacharriere, president of the hearing section, and M. Dusuzeug, president of the deaf-mute section.

After replies from a few of the official delegates representing foreign governments, the two Congresses separated to pursue their deliberations in their own halls under their own officers, and only came together again in joint session for the formal exercises which preceded dissolution.

As I was not present at the meetings of the adult deaf-mutes, I cannot report what happened there, but I have written to M. Dusuzeau for a copy of the resolutions passed by his Congress, which I will forward to you as soon as received.

The Congress of Instructors of the Deaf (Section des Entendants) met under the presidency of Dr. Ladreit de Lacharriere. The hall was well filled by an audience of between two and three hundred people, of whom 180 were registered as delegates. Sixteen countries were represented, viz.: France, the United States, Mexico, Brazil, Germany, Italy, Hungary, Austria, Belgium, Denmark, Sweden, Switzerland, Roumania, England, Japan, and Russia.

The official language of the Congress was French, which turned out to be rather unfortunate for me. While I could understand with perfect ease everything that was printed in French, it was quite another thing to follow the oral discussions, where the language was rapidly spoken, or to express my own thoughts in French. The official interpreter provided spoke German as his native language, and, though perfectly able to translate written English into written French if given time, felt himself unable to translate an English speech on the spur of the moment. I thus found myself, to my mortification, reduced to the role of a passive observer. Still I did manage to get in a few words occasionally through the kind assistance of Mrs. B. St. John Ackers, of England, who spoke French readily. I also presented to the Congress the statistics concerning speech-teaching in American schools for the deaf, which have been published in the ASSOCIATION REVIEW, prefacing my formal presentation of the statistics on behalf of the Association by a short address which the interpreter read in French.

At the opening of the session I was given a seat upon the platform, thus facing the audience. Finding myself unable to



follow what was said—excepting in part—my attention naturally wandered to the audience.

We instinctively read character at a glance, and it did not require any knowledge of the French language to recognize in the faces of the men and women before me that indescribable look of earnestness and self-sacrificing devotion we are accustomed to see in the meetings of our oral teachers at home. To many oralists their work seems almost a matter of religion—a holy cause for which they are willing to suffer martyrdom if need be. Strange therefore as it was to an American to see fully one-half of the teachers present wearing the garb of religion, there yet seemed something peculiarly appropriate about it.

In America we are still fighting the battle of methods of instructing the deaf, but here it is passed and done with. To me it was a strange and novel sight to see the cause so ably represented by Dr. E. M. Gallaudet—in a hopeless minority. His attempt to upset the conclusions of the Milan Congress, and obtain an endorsement of the combined system, was overwhelmingly defeated—not more than about five or six votes being cast upon his side. Dr. E. M. Gallaudet, Dr. E. A. Fay, and Professor Percival Hall, of Washington, D. C., and the Rev. Thomas Gallaudet, of New York, attended the Congress; and if they voted together on this question there was not much room for other votes.

The Congress took the ground that the question of methods of instructing the deaf had already been finally settled by the Milan Congress, and was no longer open to discussion. By formal vote they re-affirmed their adhesion to the conclusions of the Milan Conference; and recommended that teachers should now turn their attention to the most practical processes for *applying* the oral method, by preparing suitable text-books and school-room material. They also expressed the wish that the books and material thus prepared in one school should be rendered accessible to other schools at cost price.

To an American it seemed most extraordinary that questions which agitate us are here considered so fully settled that they are no longer open for discussion; while other questions—

which it would not take *us* long to decide—are here matters of burning interest.

For example, take the first question on the program:

“Should schools for the deaf be considered as Charitable or as Educational institutions?”

Concealed behind this question lies another: Shall schools for the deaf be carried on by the Government as a department of public instruction, or shall they be left as charitable enterprises, in the hands of the religious orders?

You, in America, can form no conception of the intensity of feeling aroused by the question. The representatives of the religious orders were so afraid of the discussion that they voted solidly to discard the question from the program altogether. In spite of the fact that teachers of the deaf all over the world had been notified of the question and invited to prepare papers upon it—and in spite of the earnest protest of the president against dropping from the program, without discussion, a question included in the order of the day—the motion prevailed, and the whole subject was dropped.

At a subsequent meeting the subject of the Milan resolutions was again brought forward by Dr. E. M. Gallaudet, who was not satisfied with the conclusions that had been reached.

It will be remembered that two separate and distinct congresses were meeting at the same time—a congress of instructors of the deaf (hearing persons), and another of adult deaf-mutes.

Dr. Gallaudet took advantage of the fact that these congresses were officially designated as “sections” (“Section des Entendants” and “Section des Sourds-Muets.”) Why, said he, should the verdict of a “section” be accepted as the voice of the whole congress. He demanded that the question of endorsing the Milan resolutions should be submitted to a vote at a joint meeting of the two sections, and that the result of this vote should be taken as representing the opinion of the Congress.

A scene of considerable excitement ensued—half a dozen delegates being upon their feet at the same time.

There were 180 delegates registered in the hearing section and 220 in the deaf-mute branch; and the members of the hearing section were hardly prepared to admit that the opinions of adult deaf-mutes were entitled to the same weight as those of professional instructors of the deaf—far less be the controlling factor—in an international congress for the study of educational questions.

It goes without saying that those who are themselves unable to speak are not the proper judges of the value of speech to the deaf; and that those deaf persons who cannot read the lips cannot properly estimate the importance of speech-reading. In all matters within their knowledge and experience they would of course be competent to form an opinion. But only those among the deaf who are able to speak readily and make themselves easily understood by hearing persons can form a proper estimate of the value of speech in all the intercourses of life—only those who can readily understand the utterances of their hearing friends can properly estimate the importance of speech-reading as a substitute for the ear: And where are we to find such persons? Certainly not at congresses of the deaf and dumb. They are scattered here and there among their friends in the outside world—associating almost exclusively with hearing and speaking people. It is a matter of congratulation among oralists that so few of their best pupils are to be found at deaf-mute conventions or re-unions. They are lost to the deaf communities, and restored to the society of those who hear.

But this is a digression; and I shall simply say that it was decided to adhere to the arrangements for the final meeting that had already been made, and that there should be no voting and no discussion at the joint session of the two Congresses, but a mere formal meeting to take farewell.

I send you a copy of all the resolutions passed by the *Section des Entendants*, and only regret that space will not permit of giving you even the titles of the many interesting and important papers which were read at the Congress. I send you however copies of those that are already in print.

I can only give you a general impression of the Congress

and the chief events associated with it; for, as I was the official delegate of the United States at another congress (Congress de Physique) which met at the same time in another part of Paris, I was unable to attend all of the meetings. Mrs. St. John Ackers however has kindly agreed to supply me with a detailed account of the proceedings for publication in the REVIEW. She was present continuously at the sessions, and understood perfectly what passed in French.

#### DEJEUNER AT THE NATIONAL INSTITUTION FOR DEAF-MUTES.

(Paris, August 9, 1900.)

On Thursday, the ninth of August, M. Desire Giraud, the able superintendent of the National Institution in Paris—the oldest school for the deaf in the world—entertained several of the delegates at lunch. Quite a number of the most prominent members of the Congress gathered around his hospitable board, and good humor and conviviality prevailed. There were present upon the occasion:

*Mr. Al. Ostrogradsky*, Principal of the Imperial Institution in St. Petersburg, Russia; *M. Dufo de Germane*, Professor in the Paris Institution; *Mr. G. Forchhammer*, Principal of the Institution at Nyborg, Denmark; *M. Vivien*, Secretary of the Paris Institution and formerly professor there; *Mr. Frederik Nordin*, Principal of the Institution in Wenersborg, Sweden; *M. N. Gibouler*, Professor in the Paris Institution; *Dr. E. M. Gallaudet*, President of Gallaudet College, Washington, D. C.; *M. Jules Andre*, "Censeur des Etudes" at the Paris Institution; *Rev. Thomas Gallaudet*, Vicar of St. Ann's Church for Deaf-Mutes, New York; *Dr. Edward Allen Fay*, editor of the "American Annals of the Deaf," and Vice-President of Gallaudet College, Washington, D. C.; *Prof. Dr. D. Silvio Monaci*, Principal of the National Institution for Deaf-Mutes, in Genoa, Italy; *M. Marius Dupont*, Professor in the Paris Institution; *Prof. G. Ferreri*, editor of "Educazione dei Sordomuti," and Vice-Principal of the Siena Institution, Italy; *M. Marichelle*, Professor in the Paris Institution; and myself.

The question of the time and place of the next International Congress was discussed at this meeting, as the Congress that had

just adjourned had taken no action upon the subject. The suggestion that the members gathered around the table should take the initiative in the matter was favorably received by all. The sentiment of the meeting was in favor of another International Congress in three years; and Dr. E. M. Gallaudet suggested that it should be held in America—either in Washington, D. C., or in California, at the Institution presided over by Dr. Wilkinson. Mr. Ostrogradsky suggested Russia—at the Imperial Institution in St. Petersburg. So much interest was aroused by the discussion that it was determined to hold another meeting specially to consider the subject.

#### THE NEXT INTERNATIONAL CONGRESS.

The meeting assembled at the Paris Institution on Saturday morning, August 11, 1900.

Present: Messrs. Giraud, Ostrogradsky, Nordin, Forchhammer, Monaci, Ferreri, and Bell. Messrs. Gallaudet and Fay were expected to attend, but did not appear.

I opposed the idea of another International Congress in three years, feeling that it would be better to have a convention in each country every two or three years, and International Congresses at longer intervals apart—say every ten years. The expenses incurred were considerable; and, after all, International Congresses were not so profitable as gatherings of persons who spoke the same language. It might also be wise, I thought, to combine the Congress with some other source of attraction, such as a great international exhibition. The location also was important. While in America we should be very glad to have an International Congress—and I personally would do what I could to help it—still I thought it would be more practicable to choose some place more centrally located for the teachers of the world. The same objection applied, though in a lesser degree, to Russia.

Mr. Forchhammer then suggested that the next International Congress should meet in Copenhagen in 1907, on the centennial anniversary of the founding of the first school for the deaf in Denmark.

The idea was then developed that the objects to be attained by International Congresses were practically two in number:

1. The exchange of ideas and experiences between persons of different nationalities; and
2. The bringing together of persons of different nationalities engaged in the same work, so that they should become personally acquainted with one another.

The latter object was always well attained; but the former was not—on account of the language difficulty.

In this connection I threw out the suggestion that perhaps another instrumentality might be employed, in place of International Congresses, to attain the first object, viz.: the exchange of ideas and experiences by persons of different nationalities. Why might it not be more profitable—as well as less expensive—to have an international exchange of publications.

If, for example, the literature of a country, relating to the deaf, could be annually collected for presentation to other countries—and if other countries would reciprocate by an exchange of their literature—the first objects of an International Congress would be achieved at comparatively small expense. Such publications could be made to reach the mass of the teachers of the deaf throughout the world through the agency of the Volta Bureau, which was an international institution to promote the increase and diffusion of knowledge relating to the deaf. The distribution of the suggested international publications would be but an expansion of the work it had hitherto been carrying on.

This suggestion was received with great interest and general approval by the meeting; and after considerable discussion it was unanimously decided to make the following recommendations to the Volta Bureau:

#### RECOMMENDATIONS.

- I. That the Volta Bureau should appoint representatives in the different countries—one for each country—who should annually collect information and literature concerning the education of the deaf, to be transmitted by them to the Volta Bureau, in Washington, U. S. A.

2. That these annual reports should be sent to the Volta Bureau in the French language; and be there incorporated into a volume for distribution.
3. That the volume should be translated into English, German, and other languages if the expenses could be met, so that every one interested—so far as practicable—should receive the publications in his own language.
4. That in any event, a French edition should be obligatory; and that the Volta Bureau should employ the French language in its communications with foreign countries.
5. That the superintendent of the Volta Bureau and his foreign representatives should discuss and settle the details of the plan—and provide means whereby the expenses may be equitably shared by the different countries involved.
6. It was further agreed that the Volta Bureau should be requested to take the Initiative in arranging for the next International Congress. Through its foreign representatives it could collect the opinions of prominent teachers of the deaf throughout the world concerning the best time and place for the next meeting, and thus be placed in a position to render a decision that would be satisfactory to all concerned.

I was requested to bring these recommendations to the attention of the Hon. John Hitz, Superintendent of the Volta Bureau; and the meeting adjourned.

Yours very sincerely,

ALEXANDER GRAHAM BELL.

NOTES ON THE INTERNATIONAL CONGRESS FOR  
THE STUDY OF QUESTIONS ON THE EDU-  
CATION AND ASSISTANCE OF DEAF-  
MUTES—PARIS, 6, 7, 8 AUGUST, 1900.

HEARING SECTION.

BY MRS. B. ST. JOHN ACKERS.

The President of the Congress, Dr. Ladreit de Lacharriere and Madam Ladreit de Lacharriere most hospitably entertained the members of the Congress on the afternoon of August 5th, when the tickets for the Congress were distributed.

August 6, 1900; 9 a. m.—The two sections of the Congress—hearing and deaf—met to receive the president's address. The opening ceremony was to have been presided over by Mons. Paul Deschanel, the President of the Chamber of Deputies, but in his absence was presided over by (I was told) Mons. Gariel, a Deputy.

After this the hearing section went into another room to elect its officers. Mons. le Dr. Ladreit de Lacharriere was elected president, the bureau was formed, and the session would then have closed had not Dr. E. M. Gallaudet, Washington, U. S. A., asked permission to speak. He then read a short paper in which he argued that the vote of the Milan Congress was of no value as it was made up of such a large number of Italian and French teachers,<sup>1</sup> and said he wished to propose a vote that teachers should not be tied to one system but use whatever they found most useful. The president replied that that was not the time in which to discuss this question and the session ended.

August 6, 1900; 2 p. m. session.—First question: "Organization of the instruction of deaf-mutes in different countries; should

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<sup>1</sup>He seemed to have forgotten that the French teachers were not in favor of the pure oral method when they went to Milan, but were completely convinced by what they saw there, and ended by voting unanimously in its favor. Also that the German teachers, the great pioneers of the pure oral method, were hardly represented there at all.



establishments for the education of deaf-mutes be considered as Charitable, or as Educational, institutions?"

Messrs. Ferreri, Jehnot, Marcel-Maudit, and Medvet were to have read papers on this subject, but Mons. O. Claveau (Hon. Inspector General of the "Services Administratifs," France,) opposed any discussion, on the ground that it was not an international question, but one that concerned the French only. Pere Stockmans (Ghent) was also very much against discussing the question, saying that in each country there were different laws, and it would upset everything if such a question were discussed. The president took a very emphatic part, insisting that as it was on the program it should be discussed, and he and M. Claveau had a long argument about it. After about an hour and a half's debate the Congress decided "That it is not advisable to discuss the second paragraph of the first question on the agenda," and the question was dropped.

1 (a) (of the secondary questions) "Is there reason to create special schools (trade schools or others) for particularly gifted deaf-mutes, or simply annex courses in existing schools?"

Dr. E. M. Gallaudet read a long paper upon the college at Washington. The Belgian teachers were very strong in saying they did not want anything higher than they had. M. Claveau said if properly taught on the Pure Oral Method the clever ones, and those fitted for a higher education, would be in a position to go to ordinary schools for hearing people, etc. After a long discussion the Congress expressed the wish "That in existing schools superior courses should be created for secondary education, and a selection should be made in order that specially gifted children should have the advantage of these courses."

August 7, 1900; 9 a. m. and 2 p. m. sessions.—Mons. Baguer (Director of the Departmental Institution of Asnieres) took the chair in order to enable Dr. Ladreit de Lacharriere to make a protest against the first question in yesterday's program having been dropped. M. Claveau answered him. Mons. Baguer wanted the question divided into two parts, and a discussion on the first part allowed, but after a little more discussion, at the wish of a large majority of the Congress, the matter was dropped. M. Baguer

then vacated the chair in favor of Dr. Ladreit de Lacharriere.

Second question: "Results obtained by the Oral Method. Indicate, for the unification of methods, what are the most practicable processes for the application of the Oral Method as it was defined by the Milan Congress."

M. Jehnot read a short, practical, and excellent paper on the results obtained by the Pure Oral Method and how to improve them. Dr. E. M. Gallaudet read a long paper on the "Combined System," followed by a paper by M. Heidsiek (read for him) in favor also of the "Combined System." M. Ferreri read a paper in favor of the Pure Oral Method. Several others then spoke in its favor. M. Claveau read a paper quoting a letter from a Lady Superior, at Bordeaux, showing what good results were obtained by the Pure Oral Method. The Russian delegate spoke enthusiastically in its favor, as did also M. Perrini and M. Pere Stockmans. Mons. Claveau proposed a resolution, drafted afterwards a little differently by M. Baguer, and agreed to by M. Claveau, that—

"The Congress, considering the incontestable superiority of speech over signs in restoring the deaf-mute to society and in giving him a more perfect knowledge of language, declares that it maintains the decision of the Congress of Milan, and expresses the wish, (1) That instructors and professors of deaf-mutes should direct their efforts towards the establishment of text-books and the teaching material necessary for the instruction of deaf-mutes. (2) That the books and material thus collected in one school may be sold at cost price to other schools."

This was met by a counter resolution in the name of Prof. Fay, Washington, U. S. A., (which was taken by the Congress as Dr. E. M. Gallaudet's resolution), the purport of which was to reverse the Milan decision and to insist that teachers should not be tied to one system, but use whatever they find most useful. Both resolutions were put to the Congress. The whole Congress (180 members were registered in the hearing section), excepting (I believe) five members, rejected Prof. Fay's and voted for Messrs. Claveau and Baguer's resolution. The minority con-

sisted of Prof. Fay, Dr. E. M. Gallaudet, M. Heidsick, and two others.

The next thing discussed was No. 14 (secondary questions), "Concerning the means of securing compulsory education for deaf-mutes." Pere Stockmans objected to any resolution in favor of it as not being acceptable to the Belgians. He said all deaf children were educated in Belgium and their government was most liberal and careful, but nothing was obligatory. As the question, as it stood, was really a French, not an international one, a resolution was, after much discussion, drafted by M. Baguer and carried, "The Congress expresses the wish that the public authorities of the different countries should take the necessary steps and furnish the requisite means to insure the primary and industrial instruction of all deaf-mutes of school age."

A discussion afterwards followed as to what trades, occupations, etc., were pursued by the deaf in different institutions, and the session ended.

August 8, 1900; 9 a. m. session.—No. 2 (secondary questions), "How can the Oral Method be applied to all deaf-mutes? What should be the place of writing?" Discussion as to the place writing should occupy. Papers read by M. Jehnot and others.

No. 5 (secondary questions), "Auricular training—Auricular instruction by the voice alone, without the aid of ear tubes?"

On auricular helps, etc. Papers read by Mademoiselle Wagmeister (read for her), etc., discussed whether those who had a certain amount of hearing should be in separate classes or establishments, but eventually decided it was not possible. Dr. A. Graham Bell said that in the United States it was found that 15 per cent. could have their hearing very much improved, and 10 per cent. could be turned out of school as only hard of hearing and not deaf-mutes. The Congress expressed the wish, "That all possible means should be employed to investigate the condition of the deaf-mute (and especially his physical deafness) when he enters the institution," and "To see that on and beyond the ordinary course of study special exercises should be given to those who possess a certain amount of hearing."

August 8, 1900; 2 p. m. session.—Third question: "Aid of deaf-mutes: formation of societies for patronage and employment; creation of asylums and almshouses; encouragement of associations and co-operative societies." Papers read by Pere Stockmans, M. Ferreri, and others. A vote proposed that all governments should be urged to take steps in aid of such establishments and organizations. Opposed by Pere Stockmans on the ground that in Belgium they did not want it done by government. Everything was free there, and if advisable in France it did not follow it suited other countries. He said in Belgium they did not want special buildings, almshouses, hospitals, etc. If any deaf-mutes needed such things they could avail themselves of those for the ordinary population. Eventually the Congress expressed the wish, "(1) That workshops for the purpose of teaching trades and a patronage committee for placing out old pupils should be annexed to each establishment. (2) That private benevolence and public authorities should encourage in every possible way the formation of workshops for trades and patronage committees for placing deaf-mutes in situations suitable to them."

No. 16 (secondary questions), "Is it desirable that a more intimate collaboration should be established between physicians and teachers than that which at present exists in schools for deaf-mutes?" After a discussion the Congress expressed the wish "That medical and pedagogical science, doctors and teachers, should mutually assist each other in continuing to study the best means to perfect the physical, intellectual, and industrial education of deaf-mutes."

Dr. Alexander Graham Bell gave statistics showing how Speech-teaching was increasing in the United States of America. Dr. E. M. Gallaudet combatted them, but Dr. Bell said he collected his statistics from the heads of the different institutions themselves, and they must have the means of knowing better than himself or his friend, Dr. E. M. Gallaudet.

Dr. E. M. Gallaudet urged a final joint session of the hearing and deaf-mute sections, with a view to a discussion and vote. The president said it had been arranged from the first that both sections were to be kept quite separate. He agreed to a purely com-

plimentary meeting of both, only on condition there should be *no* discussion and *no* voting. The complimentary meeting took place. Very warm thanks were given to Dr. Ladreit de Lacharriere for all the kind trouble he had taken in organizing the Congress, and the Congress closed.

The President of the French Republic and Madame Loubet received the members of the Congress at a brilliant soiree at the Palace of the Elysees in the evening.

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RESOLUTIONS PASSED BY THE INTERNATIONAL  
CONGRESS FOR THE STUDY OF QUESTIONS  
RELATING TO THE EDUCATION AND  
ASSISTANCE OF DEAF-MUTES—  
PARIS, AUGUST, 1900.

SECTION OF HEARING PERSONS.

1. The Congress decides: That it is not advisable that the second paragraph of the first question shall be included in the order of the day, viz.: "Should the educational establishments for deaf-mutes be considered as institutions of charity, or of instruction?"

2. The Congress expresses the wish: That, in the existing schools, higher classes be formed for secondary education, and that a selection be made with a view to placing in them children who are particularly endowed.

3. The Congress, considering the incontestable superiority of speech over signs for restoring the deaf-mute to society, and for giving him a more perfect knowledge of language declares: That it maintains the conclusions of the Milan Congress, and expresses the wish, (1) That instructors and professors of deaf-mutes should direct their efforts towards the preparation of text-books and teaching material necessary for the instruction of deaf-mutes; (2) That the books and material thus produced in one school should be offered to the others at cost price.

4. The Congress expresses the wish: That the public authorities in the different countries should take the necessary

steps and furnish sufficient means to assure, from the beginning of the school age, the primary and professional education of all deaf-mutes.

5. The Congress expresses the wish: That, by every means of investigation, the condition of the deaf-mute (and in particular of the psychically deaf) should be ascertained upon his admittance to the institution.

6. The Congress expresses the wish: That, apart from the ordinary courses of instruction, special exercises should be given to those who possess a certain amount of hearing power.

7. The Congress expresses the wish: (1) That workshops of apprenticeship to trades and an employment bureau for ex-pupils be attached to each establishment; (2) That private charity and the public authorities encourage the establishment, under all forms, of trade workshops and of employment bureaus for the benefit of deaf-mutes.

8. The Congress expresses the wish: That medical science and pedagogy, physicians and teachers, should mutually aid one another in perfecting the physical, intellectual, and professional education of deaf-mutes.

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RESOLUTIONS RELATING TO THE DEAF PASSED  
BY THE CONGRESS OF CHARITIES AND BE-  
NEVOLENCE—PARIS, AUGUST, 1900.

SECOND SECTION (SECTION B.)

F. The Section expresses the wish: That in the next Congress the following questions relating to deaf-mutes be included in the order of the day: Should oral teaching, the superiority of which has been recognized, be substituted in an absolute manner for teaching by signs? Would it not be advisable to make a selection of children whose faculties are not sufficiently developed to enable them to profit by oral instruction? (Resolution proposed by M. H. Sabran.)

G. The Section expresses the wish: That the public authorities take the initiative in assuring to blind and to deaf-mute

children the benefits of intellectual and professional education, inspired by the principle of the compulsory instruction adopted with those who see and hear. That, to this end, the assistance and instruction of the blind and of deaf-mutes be made compulsory. (Resolution proposed by M. Savoure-Bonville.)

The Section expresses the wish: That there be created as rapidly as possible district schools with the three-fold object—

- (1) To have all deaf-mutes benefit by instruction.
- (2) To lower the age of instruction.
- (3) To apply the principle of selection of pupils and specialization of schools.

The Section also expresses the wish:

1. That Asylums or retreats be established for aged and infirm deaf-mutes, and that a special census of the deaf-mute population be undertaken.

2. That the State encourage and subsidize establishments for deaf-mutes created by private initiative.

3. That there should be established in the country a school for backward deaf-mutes to which should be attached an agricultural asylum; and that there should be founded in each country a central employment bureau for the placing in employment of all deaf-mutes. (Resolutions proposed by M. Desire Giraud, Director of the National Institution for Deaf-Mutes in Paris.)

4. That special institutions should be established with the object of bringing up from early age blind and deaf-mute children; subsequently gradually developing their intelligence and preparing them thus to receive instruction.

5. That normal schools be established for furnishing the teaching staff of institutions for the blind and for deaf-mutes. (Resolutions proposed by M. Savoure-Bonville.)

## REVIEWS.

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### **Report of the Maryland School for the Deaf and Dumb, Frederick, Maryland, 1899.**

The President of the School, Mr. William R. Barry, in his Report, makes a strong plea for an enlargement of the annual appropriation. For a number of years the regular appropriation was \$30,000, but at the suggestion of the Board of visitors itself, in 1879, the amount was reduced to \$25,000. The later enlarged appointments of the school, and the increased and constantly increasing demands for repairs, lead the Board to ask for the restoration of the annual appropriation to the old figures.

The principal, Mr. Charles W. Ely, reports 121 pupils in attendance during the year. Of this number 63 were born deaf—an unusually large proportion. Speaking of the attendance and the reluctance of parents in some cases to part with their children, Mr. Ely says, "I have always urged the child's need of a schooling, and, after showing the advantages which the state offers here by its ample equipment and its experienced teaching force, I have said 'if you are not satisfied to send the child here, then send him to some other school; but, by all means give him a chance.'"

With reference to the methods of the school, Mr. Ely says:

"In the early stages of instruction we make use of gestures and natural signs and later on of the sign language; but this is always subordinated to and used as a means of acquiring the English language. With the help of this language facts, anecdotes, descriptions, etc., are given to be reproduced in written language. Instruction in manners and morals is also given in this way. Many pupils have lost hearing after acquiring some degree of speech. In such cases every effort is made to retain and improve upon the speech. Such pupils are not only encouraged to talk but it is insisted on, and speech is made as far as possible the medium of communication.



Some become very expert in reading the lips of those with whom they converse, but it does not follow that one who can speak fairly well can also read the lips well.

"We attach a good deal of importance to the development of speech and undertake it with all our pupils. Careful attention is given to every child who enters school and the effort is continued as long as there is hope of good results. With some congenitally deaf we have had a rare degree of success, while with others it has not been so gratifying. So much value however is often put by parents on the ability to speak even a few words that we are disposed to devote more time to the less promising cases than we should otherwise think profitable. We regard mental development more than any special acquirement and to this end we bend our efforts. Something more than sixty per cent. receive daily instruction in speech while with half that number speech is the medium of communication in the school room.

"Three of our advanced pupils are pursuing a course of study preparatory to admission to Gallaudet College next year. One of them is so expert a lip reader than he can carry on a rapid conversation with any one, and the person with whom he speaks might not be aware of his deafness."

The school teaches shoemaking, cabinetmaking, carpentry, and printing to the boys, and sewing, dressmaking, and the lighter kinds of housework to the girls. Of the practical results accomplished through the industrial training given, Mr. Ely says:

"In the shoe shop we have manufactured boots and shoes for which we find a ready sale by the case at prices which cover the cost of material and allow a reasonable sum for labor. We have also done our own repairing and have in addition manufactured halters for harness makers. In the cabinet shop we have made furniture for our own use and for sale, have done our own carpenter work and all repairs except plumbing; have given instruction and practice in wood turning, wood carving, painting and glazing and chair caning. In the printing office we have issued the *Bulletin* bi-weekly, have printed our own reports and a great variety of exercises for school use, as well as blanks, circulars, and other matter for office purposes. We have the present session added a Home Department, a leading feature of which is the cooking class. For this a kitchen and dining room, separate and distinct from the domestic department, have been fitted up. A certain number of the older girls

under the instruction of a lady, who is a skillful cook, prepare their own meals and thus get practical experience in the work of kitchen and dining-room. It is proposed along with this to teach something of the relative value of different kinds of food as well as how to purchase.

"We have turned out some excellent workmen. Many of our boys have found ready employment at the trade learned here, while others have preferred to take up some new occupation. Where this has been done the time devoted to labor here has by no means been lost. With a knowledge of the use of tools they have acquired habits of industry and application, as well as confidence in themselves; things of the first consequence in whatever employment they may choose.

"With the changes in all forms of industry, with the introduction of new and improved machinery, it has become very difficult to decide upon the best kind of training for one who must earn his living by manual labor. In my judgment the exact kind of occupation taught in the schools is not of so much consequence as that there should be systematic and regular training of some kind. Punctuality, promptness, steady application, habits of industry, respect for labor, and an appreciation of its value, as well as of the comfort and consideration which the successful workman enjoys, are some of the most important lessons to be taught and are of the first consequence in whatever employment the boy or girl enters."

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**The Reading of Speech from the Lips.** By Mary Hepburn Parsons. For sale by Preston & Rounds, Providence, R. I.; price 50 cents.

The preface of this work suggests its character and purpose. It says: "There are a great many deaf persons who have no time to make appointments with a teacher, but who, with perhaps occasional assistance and some help at home from any intelligent person, could accomplish a great deal themselves if they knew how to begin and how to go on. Particularly for those so situated this book is written." The book is largely made up of practice words classified to illustrate the various elementary sounds entering into speech; it also describes the mechanical formation of each of the consonant and vowel sounds. The work would

seem to have been especially prepared to help the semi-deaf, or the hard of hearing, and those who have become deaf late in life; for such persons, and for those who may be called upon to teach them, it will no doubt prove a convenient and helpful hand-book.

---

**General Review of Deaf-Mute Instruction**, (Revue Generale de l'enseignement des Sourds-muets,) Paris.

The May number of this magazine presents the following table of contents: "Deaf-mute Artists in the Salon of 1900," Camille Vathaire; "The Question of Methods," Marius Dupont; "Teaching the Vocabulary of the Mother Tongue by description of Scenes from Life," B. Thallon; Miscellaneous.

The June number gives the following table of contents: "The Abbe de l'Epee and his Work," C. Arnaud; "Marriages among Deaf-Mutes in America," A. Legrand; "Organization of Instruction," Ch. Dalbiat; A Reply, M. Dejeau; Miscellaneous.

---

**Scandinavian Journal of Deaf-Mute Instruction**, (Nordish Tidskrift for Dofstumskolan), Goteborg, Sweden; Nos. 6 and 7, 1900.

These two numbers contain the following articles: "Observations Regarding the Investigation of the Functions of the Various Organs in Deaf-Mutes," Schmiegelow; "Exercises in Hearing, and their importance for Deaf-Mutes," Hjalmar Keller; "The Question of Methods"—translated by G. Forchhammer, H. Raymond; "Deaf-Mutes in Norway," Prof. V. Uchermann; Reviews; Letter-writing in Schools for Deaf-Mutes; Miscellaneous.

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**The City Institute for Deaf-Mutes at Berlin.** Berlin. 1900.

This is an account of the origin and development of the Berlin Institute, written for its twenty-fifth anniversary, by Albert Gutzman, Director of the Institute.

**The Education of Deaf-Mutes, (L'Educazione dei Sordomuti),**  
Siena, Italy.

The July number of this magazine is given entirely to papers upon the life and work of P. T. Pendola, the great Italian teacher. The following writers contributed: G. Manui; V. Bauchi; G. Ferreri; F. Mangioni; G. Capeeruci; E. Scuri; C. Lazerotti; P. Fornari; C. Perini; G. Morbidi; S. Monaci.

The August and September numbers give the following articles: "The International Congress of Paris—Reply to the Questions in the Programme," G. Ferreri; "Our Faith in the Pure Oral Method," F. Mangioni; "Deaf-Mutes of Limited Intelligence," G. Perini; "The German Congress of Otologists and Teachers of Deaf-Mutes" (a reprint); "The Importance of the First Three Years," Beattie; Miscellaneous.

---

**American Annals of the Deaf, Washington, D. C.**

The June Annals gives the following table of contents: "Language Teaching in connection with other studies," Wirt A. Scott; "Sciolism in Teaching," Thomas Francis Fox; "The Teaching of Language during the first, second, and third years of a Deaf Child's School Life," P. Dodds; "Report of a Visit to the United States and the British Isles," Lars A. Havstad; "A Woman's View," Sylvia Chapin Balis; "A List of Deaf-Blind Persons in the United States and Canada," William Wade; "Our International Congresses," E. A. Fay; "John H. Brown," Edward P. Cleary; "Ephphatha," (a poem,) Mary Imlay Taylor; Notices of Publications; School Items; Miscellaneous.

## EDITORIAL.

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### **The Paris Resolutions**

The Paris Congress will scarcely compare with the Milan Congress in the direct and drastic effect of its action upon the methods of instructing the deaf throughout the world. That could hardly be expected, for the Milan Congress accomplished a revolution, and revolutions are, fortunately, not frequent events in history. Nevertheless the later Congress it may be believed will not be without its influence in determining policies and in giving direction to educational movements of the future. The mere reaffirmance of the declaration of the Milan Congress in favor of the Pure Oral Method—apparently but a perfunctory act—will have far-reaching effect, greater effect indeed in some quarters than did even the original declaration itself. The Milan declaration was in the reality but the first move inaugurating a great experiment. It was more the expression of a hope than of a conviction, of a wish than of an accepted truth. The action of the Paris Congress on the other hand comes as a judgment, as a verdict after trial, as a final decision of a matter, and from a jury, a body of educators, fitted by experience in methods and by their own successes and failures as teachers, to pass judgment in the case. The world will so accept it—as it must, for there is no other way, except to question human judgment and to reject the teachings of experience. The Oral Method has been weighed in the balance—and it may be believed, weighed conscientiously and with all fairness—and it is not found wanting.

While America has never accepted the Milan declaration, it will accept the Paris reaffirmation—made chiefly by European teachers—for what it is, as a final judgment by them, as a closing of the case, in favor of the continuation of the practice of the pure oral method. American teachers are working under the “California resolution,” a resolution in line with the Milan declaration and pointing to the same conclusion, but reaching it by a longer

way and by slower processes. The action at Paris will have chief effect on this side of the water to confirm the faith of those who practice and who believe in the oral instruction of the deaf, and to encourage them to renewed effort to make such instruction effective in highest degree. With them, as with European teachers, the question of methods is practically retired from the field of discussion, and they may well unite with their European brethren and direct their thought and strength hereafter solely to the application of the method that they believe in, and to the devising of means and methods of work that may bring the deaf children in their charge to the highest intellectual and moral plane that lies within their capacity to reach.

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**The Census Returns** Information has been received that the Census Office is now prepared to supply to Superintendents and Principals the names and addresses of deaf children of school age. It is required that applications for names should state the geographical area to be covered, and between what ages the persons named shall be. It is also required that persons applying for information shall pay the actual expenses of making the transcripts, as the Census Office has no clerks whom it can put on this work at present. Superintendents will probably wish the names and addresses of all persons reported "deaf" or "deaf and dumb" under 20 years of age. This can be obtained easily, at least if the information desired is limited to "name, age, sex, and post-office address" in each case. "Age at which deafness occurred" can not be given. "Color" can be ascertained by reference to the population schedules, but this would involve a search and cause great delay and, of course, expense. It would also be very difficult to ascertain if persons named have had the benefits of schooling ; this information would also have to be gained from the population schedules which of themselves contain some seventy-six millions of names !—and with the search limited to the schedules of a single state, as generally would be the case, some millions of names would be involved in each instance.

While the returns of this twelfth decennial census of the United States, so far as it relates to the enumeration of the deaf, is less complete and less satisfactory than could be desired, still we may well be thankful for it, for even in its meagreness it is enough to give the most essential facts desired, and moreover, it continues a precedent of making enumeration of the deaf that will not be without force when the legislation for the next census comes to the period of enactment.

**The McCowen School  
Training-Class**

By an unaccountable oversight the McCowen Oral School training-class was omitted from the list of training-schools for oral teachers, given in the June REVIEW. The McCowen School in Chicago has for many years maintained a training class for teachers by the oral method, and the excellent training that it gives is witnessed in the work of graduates of the class in schools in states from one ocean to the other.

In the eighteen years of its history the class has had as we are informed sixty-seven students who have completed the course, and of this number twenty-nine are still in the work. Of the remainder, eleven retired to be married, several have died, and a few have proven failures. Twelve students have also received training who for various reasons did not complete the course; all of these are now in the work.

To give an idea of the requirements for entrance to the training class, we quote the following from a private letter received: "From time to time we have changed our program to meet new conditions and to raise the standard, requiring more and more of our students at entrance, and offering a more and more complete training. At present only teachers having had four years of successful experience in teaching hearing children, or high school or college graduates with two years' experience in teaching or its equivalent, are eligible to the one year or senior course. All others are required to take two years' training." And to show the scope of the work accomplished by students, we further quote: "The curriculum of the training class includes the following subjects: Psychology; history of the education of the deaf; Kindergarten philosophy and practice, with original

plans and programs ; sloyd ; art ; physical culture ; pedagogy ; the study of the correlation and adaptation of the regular public school curriculum, including mathematics, geography, history, the sciences, etc., to the needs of the different grades of deaf children ; the special study of articulation, speech, and language for the deaf, and speech-reading for adults." Three years ago a charge of \$50 was made for tuition, which has since been increased to \$150. The same year the practice of giving diplomas was inaugurated. The present class, entering September first, contains twelve members—five one year and seven two year students.

The McCowen School is certainly doing a great and important work in the west in the evidently careful, methodical, thorough training it is giving to its students who are fitting themselves to teach the deaf. Such work must tell in time, not only in the enlargement of the number of cultured and skilled teachers of speech in the schools, but also in the general elevation of educational standards that becomes possible through the securing of better results following the employment of the best methods.

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The sympathy of the entire profession of instructors of the deaf goes out to Dr. E. A. Fay of the College, in the recent death of his youngest son Victor. The young man was unusually talented, and gave much promise of a successful career ; and the blow has fallen upon those who knew and loved him, with most crushing force.

---

#### A CORRECTION.

The statistical tables in the last issue of the REVIEW contain an error that calls for correction. It appears in the Texas school report, which gives 285 pupils as present during the year with "206 pupils taught by speech and speech-reading and also taught by the sign language and manual alphabet (*signs* used to a *very limited* extent.)" The latter number is 100 too large: it should read 106 instead of 206. Making the proper changes in the several columns in which this error is found, reduces footings by 100 and corresponding percentages by about 1 in each instance. In justice to the "intelligent compositor" it is only fair to say that unimpeachable evidence as to where the mistake was made has been found on the blotting pad in the Principal's office of the Texas school.

---

WANTED: An oral teacher of some experience. Address, Z., care of the ASSOCIATION REVIEW.



## HELEN KELLER TO ENTER RADCLIFFE.

The gratifying intelligence is received that Hellen Keller will enter Radcliffe this year to take the regular course. She took an examination in English composition on Sept. 20th, and one in French on the 22nd. There were sixteen who took the examination in English and Helen was the only one who received a higher mark than C, she receiving a B+ or nearly a perfect mark. Helen's legion of friends the world over will extend to her their best wishes as she enters upon this new undertaking, with the hope that in it she may experience much enjoyment and realize finally her own highest ambition.

---

## PROGRESS IN THE TEXAS SCHOOL.

The earnest and progressive spirit that our Texas School friends are showing is most gratifying to all who are interested in the advancement of the education of the deaf. The past summer, Superintendent B. F. McNulty and Principal J. W. Blattner brought five or six of their teachers north, the Principal and the teachers to take a course of training at the Pennsylvania Oral School, at Scranton, Penna., under Miss Brown. A month or more was spent with Miss Brown, and with the most satisfactory results judging from the following taken from a private letter received: "The training our oral teachers and the principal got last summer in speech-teaching will have a most beneficial effect upon our school work. \* \* We have placed nearly all of this year's arrivals in the oral department, as we did last year. This will necessitate the moving of another teacher out of the manual into the oral department."

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## OBITUARIES.

Death again takes from our ranks some of our best known and most active workers. Hon. William R. Barry, for many years a Director of the Maryland School, Hon. W. L. McElroy, since 1897 a Trustee of the Ohio Institution, Hons. S. A. Newell and A. E. Logan, Trustees of the Kentucky School, and Miss Anna C. Allen, Principal of the Oral Department of the Missouri School, passed to their long rest during the summer vacation period. Mr. Barry and Miss Allen were members of the American Association and we shall expect later to give extended account of their lives and their work with the deaf.

## NEW MEMBERS.

The following persons have been elected to membership in the American Association to Promote the Teaching of Speech to the Deaf. The list includes those who have joined since May 19, to and including September 26, 1900:

- H. Mosenthal, 46 Cedar St., New York., N. Y.  
E. S. Tillinghast, School for the Deaf, Danville. Ky.  
Olga M. Gebhardt, School for the Deaf, Green Bay, Wis.  
James Watson, School for the Deaf, Vancouver, Washington.  
Elizabeth Van Adestine, School for the Deaf, Detroit, Mich.  
Mary H. Parsons, 181 Angell St., Providence, R. I.  
Maria Ana McCotter, Instituto Nacional de Sordo-Mudos, Buenos Ayres, Argentine Republic.  
Dr. E. Amberg, 32 Adams Ave. West, Detroit, Mich.  
B. St. John Ackers, Huntley Manor, Gloucester, England.  
Dr. C. R. Holmes, 8 & 10 East Eighth St., Cincinnati, Ohio.  
Gertrude L. Lougee, 39 Queens Road, Bradford, England.
- 

THE ASSOCIATION REVIEW is a publication of the American Association to Promote the Teaching of Speech to the Deaf. It is sent free to members. To *non-members* the subscription price is two dollars and fifty cents (\$2.50) for the school year. Membership in the Association may be obtained upon application to the Secretary or the Treasurer, accompanied with the membership fee of two dollars (\$2), or its equivalent in foreign currency. Money orders, foreign or domestic, should be drawn on Philadelphia, in favor of F. W. Booth.

---

Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary has a list of teachers and also one of Superintendents, belonging to the above classes, for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments. For reasons too obvious to state, the General Secretary requests teachers whose names are on his list to notify him at once upon their securing positions. And the same request is made of Superintendents—to give immediate information when the vacancies on their teaching staff have been filled.

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EDITED BY

FRANK W. BOOTH

December, 1900

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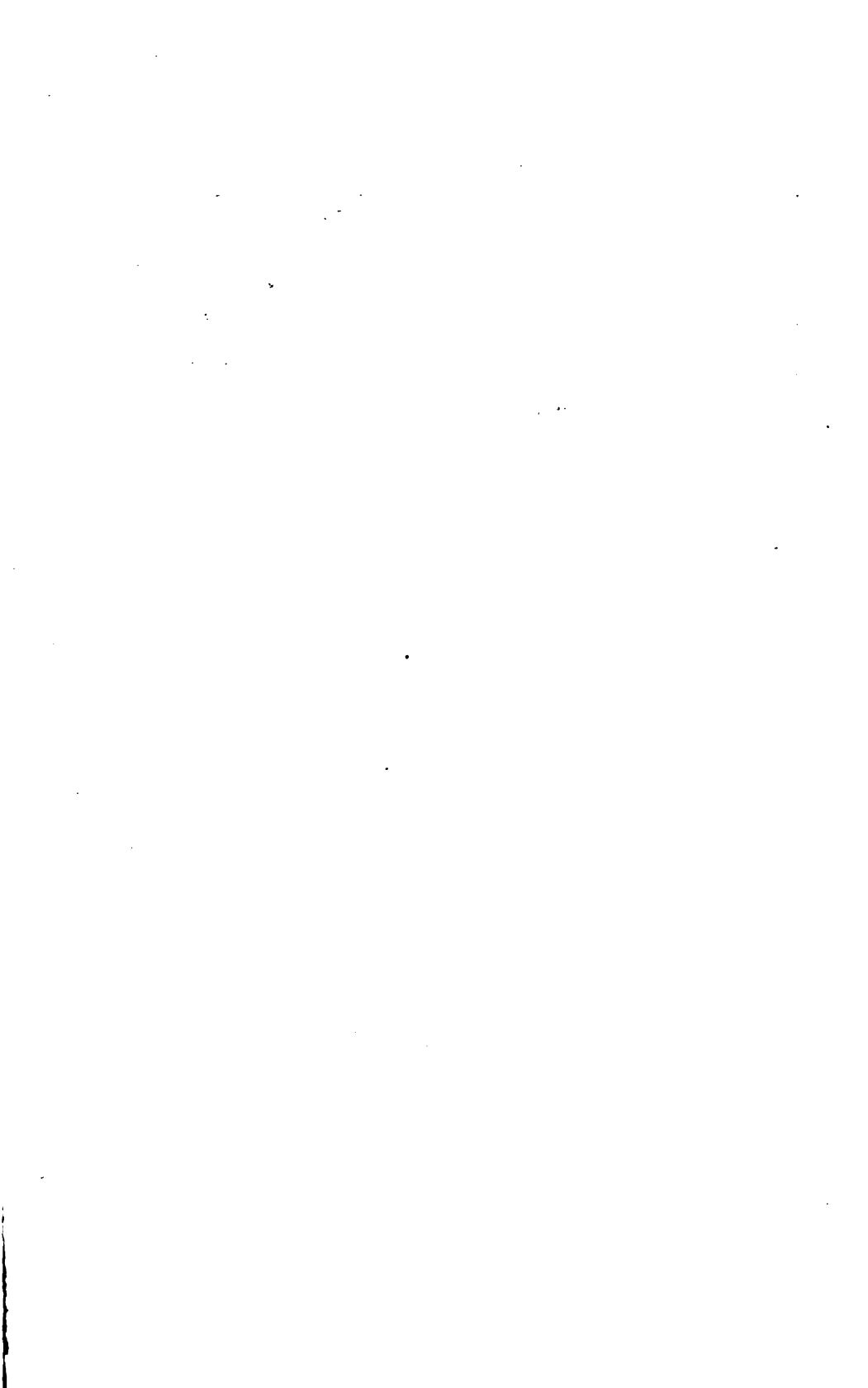
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The American Association to Promote the Teaching of Speech to the Deaf welcomes to its membership all persons who are interested in its work. Thus the privilege of membership is not restricted to teachers actively engaged in the instruction of deaf children, but is extended to include Directors or Trustees of schools for the deaf, parents or guardians of deaf children, the educated deaf themselves who wish to aid by the weight of their influence and by their co-operation the work that has done so much for them, and all other persons who may have had their hearts touched with a desire to show their interest and to help on the work.

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OLD MASON'S HALL IN MANCHESTER, VA  
Photograph made 1880, April 17.



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## HOW TO CORRECT DEFECTIVE ARTICULATION.<sup>1</sup>

We, who have entrusted to our care those little children whose ears are closed to the voices of friends and the sweet sounds of nature, wish to do what we can to compensate them for their loss—which, at best, can never be wholly made up to them.

When we remember that even the names of objects and actions are unknown to them when they enter school, the task of educating them so that, as they grow to manhood and womanhood, they can compete with the hearing world, seems Herculean. Only the greatest perseverance will conquer, and even then, the results are far below our hopes.

That which distinguishes man from the brute, is the ability to use language, and this is always spoken language, unless there is some defect in the organs of speech or hearing. If the sense of hearing is gone, its place must be taken by the senses of sight and touch, and everything in our power must be done to cultivate these senses, through which we are to teach the child to speak.

Arnold says that until all the vowels and consonants, with their principal syllabic combinations, are learned, it cannot be said that all of a child's nerves and muscles are fully exercised. Exercising these muscles in speech, therefore, is exercise for the brain, just so far as the sounds and combinations are perfected. As the muscles of the lips, tongue, cheeks, and larynx of a deaf

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<sup>1</sup>A paper read at the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

child have never been used in speech, before he has reached school age, his first efforts must of necessity be imperfect, and exercises for training them must be practiced.

From the first, make the pupil familiar with the diagrams of the vocal organs, and have him practice putting his tongue and lips into the positions represented by them. Contact of the organs of touch with strongly vibrating musical instruments, will do much to stimulate the pupil's sensitiveness to vibration. Let the teacher give the sound correctly, and have the pupil imitate the position by looking in a glass. If he has any hearing, utilize it and cultivate it. It will make the voice more natural and the vowels more correct.

An elementary sound is the simplest sound in the language, and consequently is more easily acquired than a word, and we have had better results by advancing from the simplest undertakings to the more difficult ones, as the pupil gets better and better control of the vocal organs. As soon as a few sounds are taught which admit of syllabic combination, they are combined, and each additional sound is put into combination, until all words are easily spoken. But great care must be taken that the elements are accurately learned, as well as that the combinations are properly given.

Constant watchfulness is necessary that pupils do not get into careless habits of speech. A very slight change in the position of the vocal organs often makes a great difference in the sound, and this change may have been made so gradually that it was not noticed from day to day by the teacher, until it was decidedly wrong. The teacher should listen without looking at the pupil, and then she should ask herself if that speech could be understood by one not acquainted with the child. If this question should receive a negative answer in her mind, she must find out the defect, for there is one. If an element is defective, determine what the wrong position is, and show the pupil the difference between the wrong and the right position. If this cannot be easily done by the teacher with her own mouth, it can be shown by two diagrams, one with the position as the child gave it, and one with the position as it should be. A child often takes what

seems to be a correct position for a sound without giving any sound. This is especially true of *s* and *sh*, as in *wasp*, *washed*, etc. In a case like this, the position may be all right as far as our sense of sight can determine, but the organs are not close enough to produce the required amount of friction, and not right according to the sense of hearing. A position that looks like *f* often gives the sound of *th*, and vice versa, but if the teacher is looking, she does not distinguish the difference. A pupil often gives *m* for *b* or *b* for *m*, *p* for *b* or *b* for *p*, but when he does this, we may be sure that he has not had sufficient exercise in feeling the vibration of those sounds in the teacher's larynx, and such practice it is well to give. It may be that there is paralysis in the nasopharynx. Another common error is giving a little voice at the end of a word—especially after *b*, *d*, and *g*. Correct this by teaching these final sounds as *upb*, *udt*, *ugk* with slight breath after each one.

Although both the sense of sight and the sense of touch are necessary to teach the deaf to speak, is it not true that we depend too much upon the former, which is necessary for correct position, and too little upon the latter, which is necessary for a correct sound and a pleasant voice?

Sometimes unintelligibility is due to a wrong method of combining the elementary sounds. The most important law of combination is, that the sounds do not follow each other, but overlap, as it were, the position for the second being taken before the first is relinquished. The difficult consonant combinations like *sp*, *st*, *sk*, *pl*, *cl*, *gl*, etc., should have individual drill, as single elements, and the pupil should be shown that the positions for the two sounds must be taken simultaneously. For instance in *pl*, show the position for *l* before taking that for *p*, and then open the lips and point at the same time. This may be illustrated by a diagram.

"The force required in producing full vowel sounds, is also sufficient to produce associated consonants without a fresh impulse, but should the organs be imperfectly adjusted, say in *s*, *sh*, *b*, *d*, etc., then an additional impulse is required to make it audible. This is a dangerous defect and its correction can be best

made by placing the organs in the right position. But if pupils are allowed to indulge in wrong positions, the sounds will become feeble and afterwards omitted altogether."—Arnold. "Correct sounds are best remembered."

It is well to remember that the vowels and consonants modify each other. The more these modifications are understood, the greater will be the ease with which the words are spoken, for "Nature strives to reduce the distance by bringing sounds as near together as is convenient for effort and ease."—Arnold. A child often says *lookiung* or *lookung*, if he has not been taught that *ng* after short *i* is made farther forward in the mouth, than after back vowels. You will recognize this if you pronounce *sing* and *song* in contrast. The defect of a vowel between two consonants like *supoon*, *sutair*, *pulay*, may be caused by opening the mouth too wide, or by too much difference in the positions of the organs for the two sounds. If the latter, there must, of necessity, be a pause between them, as it takes time to move an organ from one position to another.

Many defects may be overcome by practicing words, clauses, and sentences with one impulse of the voice. Sometimes when the speech is indefinite, or we feel that it is too far down the throat, a great improvement can be made by making the lip and point consonants especially emphatic, and telling the pupil to forget that he has a voice. This is often the case with boys whose voices increase with the growth of the larynx. They are apt to be so conscious of their voices in the vowel sounds as to forget all about the consonants.

Every hour of the day should be an articulation hour, and no word or sound should be allowed to pass uncorrected, but one hour of each day should be devoted to special articulation drill. A list of words, which have proved hard, should be kept for practice at this time, as well as lists of words using defective elements and combinations in a variety of ways. As this hour requires a great deal of individual work, various plans must be devised to keep the whole class occupied. Often, they can be kept interested and busy upon the drill work of the hour, but as often, the interest lags. Then it is, that we have found Whipple's Natural

Alphabet of most service. If a pupil understands the diagrams thoroughly, there is no difficulty with the alphabet; and if he can read and write this correctly, we may feel quite sure that he knows how the words should be pronounced, which is a great point gained, as our language has so many words not pronounced according to rule.

If the elements and combinations are well mastered we can do much to make our pupil's speech more natural and fluent, by working upon accent, emphasis, and inflection. Accent may be shown to a deaf child by having him feel the stronger vibration in the teacher's larynx, by making an emphatic gesture, or by writing the emphatic syllable in much larger letters. The important word in a clause may be given in the same way. Sentences may be written with the clauses separated, or with a line, joining the words, which are to be pronounced by one impulse of the voice. Thus—

Annie     put a pencil     on the table.

That boy has two brothers and one sister.

That clear thinking begets clear speaking is true, but when a child cannot determine the emphatic word by the sense of hearing, a little mechanical aid becomes necessary. Professor Alexander Melville Bell has written a chapter upon Accent, Rhythm, Emphasis and the Grouping of Words, in *Principles of Speech and Dictionary of Sounds*, and by means of the rules in this chapter, the more advanced pupils may determine for themselves where the stress is to be laid.

Many repetitions are necessary for fluency, the more the better. We are too prone to think that we have repeated certain words, and had the pupil repeat them an infinite number of times, whereas, is it not true that the repetitions have been few when compared with the number which a child with hearing would have had, only in the case of the deaf we are conscious of each repetition, and in the case of the hearing, unconscious? Any one who has read Mr. Mashburn's interesting account of an afternoon he spent, watching a little child who was just beginning to talk, will be thoroughly convinced of this.

We all know what has been accomplished in teaching the deaf to speak, and although the way is often dark, let us have faith that we can reach the high ideal, which has been set before us, and the way will be made clear.

ELLA SCOTT,

*Principal of the Oral School for the Deaf, Mystic, Conn.*

ADDRESS OF DR. LADREIT DE LACHARRIERE,  
CHAIRMAN OF THE COMMITTEE OF ORGAN-  
IZATION OF THE PARIS CONGRESS.<sup>1</sup>

SECTION OF HEARING PERSONS.

*Mr. President, Ladies and Gentlemen* :—It affords me great pleasure this day to attend the opening session of the Congress of deaf-mutes. The opposition which its organization has met has only served to clearly show the futility of all efforts to throw obstacles in its way, and the importance of the object which has brought us together this day. No great social progress is ever brought about by the caprices of men, but sets in when the appointed hour has come, and nothing can then stop its course. The important questions which will occupy us are well worthy of the attention of the eminent men who have accepted our invitation and who by their presence honor this solemn inauguration of our labors. I hereby express to them our sincere gratitude. As the spokesman of the committee of organization I express in its name to the general Councils of the Departments of la Creuse, la Drome, la Gironde, la Marne, la Seine, la Seine-Inferieure, and the Vosges, our appreciation of the great encouragement which they have given us; and to the governments of Belgium, Great Britain, Denmark, the United States, Ecuador, Hungary, Mexico, Switzerland, Russia, and Sweden, our appreciation of the great honor bestowed upon us by sending representatives to our Congress. I owe a debt of sincere gratitude to Professor Gariel, principal delegate from the various Congresses of the Exposition, and to my colleagues of the committee of organization who have extended most valuable aid, without which my task would have been far beyond my strength. I likewise must express my deep interest in the labors of our sister section.

If there are differences between the programme of the Section of Deaf-Mutes and ours, we will succeed in showing on which side is the truth; but I am bound to state that we have gone

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<sup>1</sup> Translated by H. Jacobson, Washington, D. C.

hand in hand with the President of the Section of Deaf-Mutes, and that no difficulty has ever been able to separate us.

All honor to you, ladies and gentlemen, who have come from all parts of the world to prepare and sustain by the authority of your experience the ameliorative measures which we are striving after, and the reforms which we desire to inaugurate. At the threshold of a new century, dazzled by the marvels of the Exposition, it is our duty to look backward and to ask ourselves whether the humanitarian works have kept step with the progress of science, the arts, and industry.

We have, so to speak, domesticated forces of nature hitherto unknown. We have found a mass of light, incalculable forces, the power to transmit our thoughts to the uttermost ends of the world with lightning rapidity. We owe to one of our colleagues, Mr. Graham Bell, the possibility of transmitting to future generations the voice of those who were dear to us in this life. We have annihilated pain; we have discovered the germs of sickness and the means of destroying them; we have carried a beneficent civilization to the confines of the world. Our labors in the interest of solidarity have been just as successful; everywhere we see admirable efforts to ameliorate the fate of the feeble and the unfortunate. Have our brethren, the deaf-mutes, had that share in these works of beneficent socialism to which they are entitled?

The numbers of heads of institutions who have met here to-day, and the still greater number of those who have not been able to be with us, are a living testimony to the vast efforts which have been made for a century to cause the deaf-mutes to forget their original infirmity. We must now inquire whether the efforts have been proportionate to the needs, whether the road which has been followed has always been the best; and finally it will rest with you to determine what still remains to be done.

Men who have it at heart to do some good in this world, set for themselves at the very outset of their career some objective point which they strive to reach with more or less success. The objective point which more than any other has awakened my zeal is the effort to diminish the number of deaf-mutes. When thirty-



three years ago I founded the otological clinic for deaf-mutes it was my idea that by treating with greater care than had been done hitherto, the maladies of the ear from the very earliest infancy, a larger number of small children might be spared the loss of hearing.

Two years ago I was enabled by the kind aid of the Ministry of the Interior to prepare new statistics of the deaf-mutes of France and Algeria, except the city of Paris where a census of deaf-mutes could be taken only in connection with a general census of the population. Even if I am not certain that my hopes have been realized, I can at least produce documents which will interest the Congress.

In the first place, I may state that the number of deaf-mutes in France and Algeria, outside the Department of the Seine, is 19,579. In the second place, the expenditure incurred by departmental and communal authorities and by private charity to place at school 3,287 children, amounts to 973,617 francs [\$187,908] or an average of 296 francs [\$57.12] per child. It will be sufficient to state that this sum is raised by departmental and communal authorities and by private charity to obviate the difficulties in placing deaf-mute children at school. Whilst for the hearing child it is a *right* to enter school, it is a *favor* in the case of the deaf-mute child. I am well aware of the fact that the law of gratuitous and compulsory public instruction makes no exceptions as regards children deprived of sight and hearing, but nothing has been done to replace the communal school, which they can not enter.

It is necessary that the child should not be brought up in the idea that it owes its intellectual life to charity. The idea of charity is closely allied to that of mendicity; and this latter idea should at every hazard be kept far from the thoughts of the child. The Department of the Seine has pointed out the way we should follow. All deaf-mute children receive free instruction as soon as they reach the school-age. The institution at Asnieres which is growing from day to day is placed under the supervision of the Administration of Public Instruction which takes great care to select the teachers from among professional men. It will not

be needful to indicate the necessary modifications which, without clashing with private interests, will realize this idea of social equality.

We have called attention to the study of this important question in order that our colleagues from aboard may tell us what is done in their countries. In the territory of education and progress there are no boundary lines, there is entire solidarity between us, and we are able to express wishes which will meet our common aspirations. Our institutions, like those of other countries, possess a large number of distinguished teachers devoted to the work to which they have been called; and I never visit one of these institutions without coming away with my heart full of gratitude to those whose efforts and whose success I have witnessed.

One great principle dominates all the methods, and this is oral instruction. We desire that our deaf-mute brethren should become our equals in intelligence, in knowledge, and in the faculty to express their ideas. The spoken word alone can break down all barriers and open the way to careers in which the loss of hearing is not an absolute obstacle. But the oral method has only been applied for about twenty years, and we count many generations of deaf-mutes who have been educated by means of writing, and who express their ideas by mimics and dactylology. Those who date their education within that period form a class whose tendency it is to isolate itself from the world of speaking people. Among them must be counted those whose speech is defective; and all of them feel it that they are a hindrance to the realization of the social progress which we desire for them.

No one can find fault with deaf-mutes for expressing themselves in their mutual intercourse in the language which they prefer, just as little as we would think of criticizing those who speak the Provençal, the Basque, or the Breton dialects, but that does not prevent us from reserving for our schools the language of Bossuet, Corneille, and Victor Hugo. Let us do for the deaf-mutes what we do for the hearing. The spoken word is the sacred ark which alone can guide them to the social position to which they aspire.

After much hesitation and much controversy, this truth in all its fulness broke upon the Congress of Milan, and its light has been shed throughout the entire world. All honor to that host of distinguished teachers through whose aid this great truth has been established.

I greet those who were members of the Milan Congress, and those who are the pupils of those venerable masters, and I express my deep regret that the illustrious Fornari, owing to the state of his health, has not been able to accept my invitation to this Congress. Although there are no longer any opponents of the oral method, we cannot ignore the fact that many ask why it has not yielded the results which were expected of it.

It has been a common idea that the deaf-mute resembled a soil in which vegetation is entirely dependent on cultivation. Not sufficient attention has been paid to what is going on in our primary schools. Nearly all hearing children learn to read, but with some, instruction stops with the reading of simple stories, and writing is rudimentary. No one thinks of criticizing the methods of the teachers, whilst the insufficiency of the scholars is recognized. In our schools for deaf-mutes the method is attacked because, after a certain number of years, it has not taught a number of the children anything.

We must examine this matter more closely, and we must take into account the circumstance that the same children, in whom the results do not correspond to the sacrifices made, if instructed by some other method would have remained just as backward. It, therefore, becomes apparent that the first need is to make a better selection. Bright children should not suffer by being kept in constant contact with the mediocrity of the stragglers.

Another cause of the defective application of the oral method is the infinite diversity of manner in which instruction is imparted. Every professor, in his apostolic zeal, thinks he has discovered a special method, and because he is its originator, imagines that it is better than all the others, and applies it without any control. I believe that, at least for the first years, the pedagogical methods should be rigorously codified.

You will not seek to reach such a codification through the deliberations of this Congress, but it will be possible for you to indicate in what manner this object may be realized. I would pass the limits of the position which you have accorded to me, if I were still further to pursue this train of thought. The unification of the pedagogical methods which shall be, so to speak, the common sifter through which all subjects must pass, will render the selection much more precise. The consequence of this selection will be the creation of secondary instruction for deaf-mutes. It will be the everlasting honor of this Congress to have pointed out this road, and our successors will honor our labors as we honor those of the Congress of Milan.

The instruction of deaf-mutes such as I see it and desire it, should comprise three categories of institutions:

For more backward scholars, agricultural instruction: I do not desire to intimate that the science of agriculture should not also be open to brigher intellects; but the cultivation of the soil permits any strong arm to make itself useful.

For scholars possessing a medium intellect, professional instruction such as we give it today.

For choice intellects, secondary instruction.

How many Bachelors of Arts are at present turned out by our deaf-mute schools? My distinguished colleague, Mr. Dusu-zeau, is a shining example, but for the last twenty years I have seen deaf-mutes reach the crowning glory of their studies only by private education, whilst it has remained inaccessible to the less fortunate ones.

If I have proclaimed that the child could not owe its education to the assistance of others or to charity, I had in view only the sons of working-men endowed with robust health; but sickness strikes all ages, stagnation furthers it, and improvidence or the impossibility to economize makes old age miserable.

Assistance and charity are the sole means for the rich to do honor to their fortune. To do good is likewise a source of comfort to those who themselves are unhappy. These humanitarian questions are, therefore, the order of the day in all countries and all ages. Your Congress should neglect them all the less, as a

great deal—not to say everything—remains to be done for the deaf-mutes.

The mutual aid societies which have grown to a vast extent in France and other countries, are a form of association to which deaf-mutes can only with difficulty gain access, because in each city their number is too limited. In large centers like Paris, these associations are difficult to organize, because the laboring men belong to too large a number of corporations, and because they cannot exercise a mutual control, which is the safeguard of their being conducted in a proper manner. I, therefore, believe that this kind of associations has very little chance to prosper.

The deaf-mute laboring man needs protection, a sort of guardianship which aids him to secure work in another shop, when circumstances compel him to leave the one where he has been working; where he can find the advice which he needs, the strength to pass through periods of difficulty, the comforts of medical aid and religion.

Such protective associations exist in France. But, so far, there has been a strong tendency to their becoming offices of charity. They lack the resources which they need to become more effective; and as they cannot realize the object in view, they lose the energy which alone insures success, and with their scanty means they are unable to do much good. If more ably directed, they would become less of a charity, and would waken to new life the strength of those to whom they devote their mission. They should seek to develop the small associations of laboring men, and avoid doing things in too grand a style, for whenever a board of directors has to be maintained for a modest enterprise, the current expenses soon eat up the capital.

The employers' associations could render great service by urging the employers to bind the laboring men more firmly to their enterprises. We have some happy instances of this, amongst the rest that offered by Mr. Firmin Didot, in his factories at Mesnil.

I have received the assurance that a printing establishment which is now being reorganized, is preparing lodging houses for its deaf-mute printers. Efforts like these cannot be too strongly

encouraged. The employers' associations might likewise found in the country, branch associations for agricultural work. One should not confound these small associations with agricultural colonies intended to receive a large number of men. Few of them could live by the result of agricultural labor, and escape the fate of gradually becoming asylums for the infirm and the aged subsidized by public charity.

I have made vain efforts to organize in Paris a special system of aiding deaf-mutes. I have pointed out the difficulties which deaf-mutes experience when endeavoring to secure aid from institutions of benevolence and hospitals. I have made a request that a special institution of benevolence should be devoted entirely to deaf-mutes, and that a home for aged deaf-mutes should be founded. So far there have been no available funds to carry out these projects; but one should never tire of doing good.

Ladies and gentlemen, it will now be your duty to discuss the social problems which have brought you together. I look to a happy impulse from your labors, and have strong confidence in your generous aspirations.

## FIRST COURSE FOR PHYSICIANS AT THE ROYAL INSTITUTION FOR DEAF-MUTES AT BERLIN.<sup>1</sup>

(Held from May 14 till June 2, 1900.)

By DR. SCHMIDTMANN.

By order of the Ministry of Public Worship, Education and Medical Affairs, dated September 7, 1898, reports were called for concerning the care extended by physicians and specialists to pupils of deaf-mute institutions.

The reports which came in from the various Prussian institutions for deaf-mutes showed that medical attention had been assured for the pupils of these institutions in so far that the general state of health of the pupil is ascertained at the time of admission to the institution, and that by special contract the attendance in case of sickness is entrusted to certain physicians.

On the other hand, it appeared that only in rare cases did the *attendance of specialists* meet the requirements of the institutions and of the present state of medical science. But special studies of the entire field of the organs of hearing, sight, and speech are in so far a necessity for the physician of the institution that cases coming under this head should be intelligently treated by him, and steps should be taken in time toward a treatment by a specialist.

To meet this want, special courses have been arranged at the Royal Institution for Deaf-Mutes at Berlin, which are intended to supply to physicians of deaf-mute institutions the necessary knowledge and practice for a general examination and treatment of deaf-mute children, by a series of lectures, demonstrations, and exercises by prominent specialists, and also to make

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<sup>1</sup>From "Quarterly for Judicial Medicine and Public Health"; reprinted in "Medico-Pedagogical Monthly for the Treatment of Diseases of the Organs of Speech," Berlin, August, 1900. Translated by H. Jacobson, Washington, D. C.

them familiar with the aims and methods of deaf-mute education, as well as with the more important questions of school hygiene.

The first of these courses was held from the fourteenth of May till the second of June, and was attended by twelve physicians, viz.: two from Berlin, one from Hamburg, and one each from nine different provinces of the kingdom of Prussia.

The special lectures were delivered by the following gentlemen: Sanitary Counsellor Dr. A. Hartman (otologist), Military Surgeon Dr. Laudzorf (laryngologist), Dr. Gutzmann (specialist for the organs of speech), Prof. Dr. Silex (oculist). The Director of the Royal Institution for Deaf-Mutes, Dr. Walter, lectured on the instruction and education of deaf-mutes, and Dr. Schmidtman on general questions of school hygiene.

A special blank form was prepared to be filled out by the physician at the time a pupil is admitted to the institution, giving a brief but complete sketch of the general and special, physical and mental, condition of the pupil, and providing for future regular observation of the same.

The above mentioned reports on medical and special attendance at deaf-mute institutions showed moreover that the attendance of specialists at the few institutions where special provision is made for such attendance, brought to light a comparatively large number of important cases of disease, and showed that in many cases these diseases can either be healed entirely, or at least reduced to a minimum degree of hurtfulness. Thus, e. g., the statistics taken at Hildesheim showed that of 98 pupils of the deaf-mute institution of that city, 33 suffered from diseases of the nose or throat, and that out of the 33, there were 18 whose distinctness of speech was injured by an affection of the nose.

As a general rule, the success of education and instruction in the schools depends to a great extent on the physical condition of the pupil; to a higher degree, however, this success with deaf-mute children is dependent on affections of the ear, eyes, nose, throat, and teeth, and on their constitution in general. It is, therefore, to the interest of the deaf-mute institution and its successful operation, that each pupil should have as careful a medical attendance as possible.



Of recent years these efforts have been extended to another important field of inquiry, viz.: to ascertain by means of the "continued series of sounds" of Prof. Bezold, of Munich, and the instruction by the ear based thereon, whether there are any remnants of hearing.

For the deaf-mute child, even more than for other children of school age, it is of the utmost importance that a physician's certificate as to the condition of its health, should be produced at the time when the child is first admitted to the institution. It is not sufficient to produce a certificate in which, in conformity with some general regulations, it is simply stated that the child is neither weak-minded nor epileptic, and has no contagious disease. Besides ascertaining the general condition of health, the condition of all the organs important for deaf-mute instruction should be ascertained and put down in writing. Such data will form a document of fundamental importance and become the basis for the individual instruction and education of the deaf-mute child. A certificate made out by some physician merely as a matter of form can have no such importance, and the deaf-mute institution is entitled to something better. The only physician suited for this purpose is one who has been specially appointed for examining the pupils at the time of their admission and for carefully observing them during their stay at school, a physician who is familiar with the aims and methods of deaf-mute education, who is in constant contact with the institution and its pupils, who is the trusted medical adviser of the teachers, and who is able to give hints and suggestions concerning the further scientific and practical development of deaf-mute education.

This is our ideal of the physician attached to the deaf-mute institution. A physician who desires to reach this lofty ideal should study all the special branches which may be of importance in this connection and keep abreast of all modern discoveries which have a bearing on this question. Full opportunity to do this is offered in the courses arranged by the Prussian Ministry of Public Instruction.

If such an education of the physicians at deaf-mute institutions is provided, there can be no difficulty in arranging the medical service in these institutions, in accordance with the intentions of the Prussian Ministry, on the following principles:

"1. Every pupil at the time when he is admitted to the deaf-mute institution should be subjected to a careful medical examination not only as regards the general condition of health, but also as regards the cause of deafness, and the condition of the organs of hearing, sight, and speech. In connection with this examination it should be ascertained, whether there are any remnants of hearing. The results of this examination should be carefully noted down in a blank form, prepared for that purpose, one for each pupil.

"2. The above described examination is to be repeated for all pupils once a year, and the results again entered in the form referred to. In this same form all occurrences concerning the health of the pupil should likewise be entered by the physician of the institution, such as cases of sickness of every kind, treatment of diseases of the ear, etc.

"3. To do all this, it is absolutely essential that physicians should be employed who have made the organs of hearing, sight and speech a subject of special study. In case the physician of the institution is not a specialist in these branches, an arrangement should be made with a specialist to perform these duties.

"At any rate, the physician of the institution should possess that knowledge of these special branches which will enable him to diagnose and treat ordinary cases, and which will render him a competent judge as to the advisability of calling in a specialist, and as to the proper moment when this should be done.

"It is moreover essential to the success of the physician of the institution that he should come in constant contact with the deaf-mute pupils and should have some knowledge of the elements of deaf-mute education."

It goes without saying that duties and responsibilities of this kind should bring with them an increased pecuniary remuneration to the physician who undertakes them.

The first course for physicians recently held at Berlin has fully met all expectations. The physicians who participated in this course have repeatedly expressed their conviction that all that was offered and acquired would prove of the greatest benefit in their activity in the deaf-mute institutions, and thereby also to their pupils. The lecturers likewise showed the deepest and most earnest interest in their duties during this course.

By becoming familiar with deaf-mute instruction and by visits to various institutions the road has been opened to a full mutual understanding between physicians and teachers as regards the aims of each, and the assistance which one should render to the other.

The examination of a number of pupils during the course have likewise shown beyond the shadow of a doubt, that an examination by specialists and a continued observation of the organs of hearing, sight, and speech, is of the utmost importance for the instruction of deaf-mutes, and will show clearly what may reasonably be expected from each individual pupil, and in what manner the pupil is able to meet these expectations. Only by these continued observations it can be ascertained in how far there can be mental communication by means of hearing, and in how far the pupil who was born deaf, or who became deaf later in life, can be enabled to articulate by means of the construction and condition of his organs of speech.

The experience gained by this first course, however, does not yet suffice to draw general conclusions as regards the instruction of deaf-mutes, and we must wait for the results of further courses and the enlarged knowledge and experience of teachers and physicians.

## SCHOOL-ROOM DECORATIONS AND DEVICES.

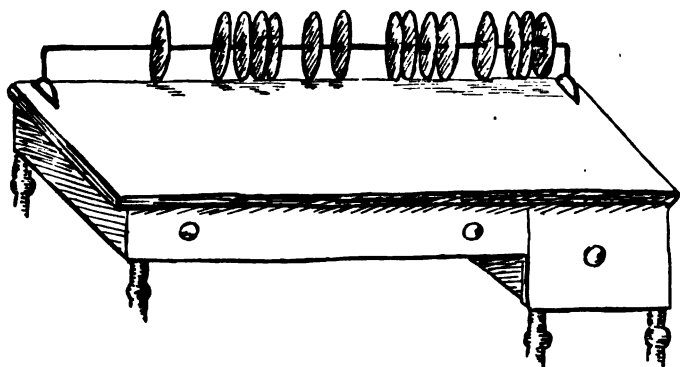
A great deal has been written of late on the subject of decoration of school-room walls, chiefly by means of refined and well selected pictures. My walls are also "decorated" but in a very different way. One of the Public School teachers dropped into my room one day, and becoming interested in my pupils and hoping to give them a little amusement in return for some very pleasing work they did for her in speech, drew some Brownies on my board and colored them artistically. Delight leaped into the children's faces, and soon a desire to imitate began to manifest itself. After coming across some very fair fac-similes on their slates, I allowed the ones who finished their lessons first, the privilege of drawing on the wall slates these little figures, first in



outline, then furnishing them with the colored crayons. At first their work was only imitation, now many original poses and expressions occur, and the best ones I allow to remain. The children feel that the decorations are their own, and show great pride whenever visitors observe their little creations.

Teaching arithmetic to the first and second grades in a simple, easy form, and yet one that will be attractive and interesting to the children, has always been a problem to which teachers have given much thought. An ingenious device and one that

secured remarkable results, was shown to me in the first grade room of the public schools in a little college town. On each desk, just above the front, a steel rod like this was fixed.



On it were strung wooden disks to the number of fifteen. Here the little pupil performed his examples in addition and subtraction, with no temptation to make marks on his slate, or count on his fingers. I consider this individual work much better than having the long line strung across the room where the task can be performed but once, or only occasionally, for all by the teacher.

Although the classes in Detroit are scattered about in different localities of the city, still my school-room is so far from the homes of the pupils that they, with one exception, are required to bring their lunches. As I also have to bring mine, this affords me an opportunity for teaching them the names of the articles of food, table manners, and the speech requests one makes at table. The one exception always weeps, because he lives within so short a distance from the building that he is debarred from the pleasures of these little luncheon parties. After lunch, they usually go out for a run in the woods near by. My boys are very observant and have taken quite a fancy for stones. They show taste in discriminating between common and fine specimens, and we are building up quite a collection. The children's ages range from six to ten.

GRACE H. ROSE,

*Instructor in the Detroit Day School for the Deaf.*

## THE PARIS CONGRESS.

GALLAUDET COLLEGE, WASHINGTON, D. C.,

October 16, 1900.

MR. F. W. BOOTH, EDITOR OF THE ASSOCIATION REVIEW:

*Dear Mr. Booth:* On reading the reports of the "Paris Congress" in your October number I find several errors, resulting no doubt through the inadvertence of the writers, which I think, in the interest of giving your readers correct information, ought to be noticed. May I ask a little space in the REVIEW for this?

The number of delegates "registered," reported as 180 in the Hearing Section and 220 in the Deaf Section, was greater than the number in actual attendance. There were not at any time more than 100 delegates present at the meetings of the Hearing Section. There were at least 200 present, and sometimes more, at the meetings of the Deaf Section.

Prof. Bell says that "not more than about five or six votes were cast" for Prof. Fay's resolutions, names four American delegates, and adds "there was not much room for other votes." Mrs. Ackers speaks of five, "Prof. Fay, Dr. E. M. Gallaudet, Mr. Heidsiek and two others." There were nine votes cast in favor of Prof. Fay's resolutions, representing Germany, Sweden, Denmark, Switzerland, and the United States, with one from France, from an ecclesiastic who told me he voted against the action taken at Milan twenty years ago and was of the same opinion still.

If the representative weight of the votes of the numerical minority at Paris be taken into account, the position of these may not be quite as "hopeless" as Prof. Bell considers it.

Professor Bell reports that "two separate and distinct Congresses were meeting at the same time."

This is not in accord with the Circulars issued by Dr. Lacharrière, and circulated widely for months before the meeting of "the Congress."

The Circulars invite attendance upon a "Congrès International pour l'étude des Questions d'Éducation et d'Assistance des Sourds-Muets," to consist of a "Section des Entendants" and a "Section des Sourds-Muets."

Dr. Lacharrière in a letter sent to the Minister of the Interior on the 6th of August speaks of "the International Congress in the interest of deaf-mutes, which has opened to-day with a membership of over four hundred." Professor Bell practically admits that the hearing members of the Congress were no more than "a section" thereof, when he says in reference to the request of the "deaf section" for a joint vote on the question of methods: "the members of the *hearing section* were hardly prepared to admit that the opinions of adult deaf-mutes were entitled to the same weight as those of professional instructors of the deaf—far less be the controlling factor—in an international congress for the study of educational questions."

I will not undertake to discuss the pregnant question Why not? which Professor Bell's naive admission suggests, but I will ask whether the refusal of the Hearing Section to meet and vote with their deaf colleagues really prevented the action of the latter from being a "controlling factor" in the action of "*the Congress*" as to methods?

But I must speak of the membership of the "Deaf Section," for Prof. Bell's distinct implication that there were no members of it who could speak or read from the lips is the most serious error in his report.

Professor Fay in his report of the Congress in the September Annals mentions the names of fifteen prominent members of the Deaf Section including its President and Secretary.

I am personally acquainted with all these gentlemen, and can say that thirteen of them can speak and read from the lips, and were educated in oral schools. These fifteen were the leading spirits of the Deaf Section.

Now Professor Bell says of adult deaf-mutes that "only those among the deaf who are able to speak readily and make themselves easily understood by hearing persons can form a proper estimate of the value of speech in all the intercourses of life.

\* \* \* And where are we to find such persons ? Certainly not at congresses of the deaf and dumb."

In another part of his report Prof. Bell says: "As I was not present at the meetings of the adult deaf-mutes I cannot report what happened there."

Had Professor Bell attended some of these meetings and made the acquaintance of the leading deaf men present he would have found that the very ones among the deaf who he says "*can* form a proper estimate of the value of speech" were largely in evidence and that they were without a dissenting voice in favor of a far broader system of education for their class than that voted for at Milan and seconded by the smaller section of the Paris Congress.

Mrs. Ackers reports that I read a long paper on the College at Washington. I read no such paper. Professor Fay read a paper giving a "history of the secondary and higher education of the Deaf in America," which included an account of the College.

I did not read, as Mrs. Ackers reports, a paper on "The Combined System," but one on the question "What is speech worth to the Deaf ?" a copy of which, printed in English, was in her hands.

Why Mrs. Ackers should say in her reference to Prof. Fay's resolutions, that "they were taken by the Congress as Dr. E. M. Gallaudet's resolutions," I cannot understand. It is true I sustained them by my voice and vote, but whatever credit or discredit attaches to their authorship belongs to Prof. Fay.

Mrs. Ackers says I "combatted" the statistics presented by Professor Bell. In this she is mistaken. I said nothing more than that Prof. Bell's statistics did not present all the facts. So I offered further figures, which will be found in the Annals for September, and remarked that they were taken from the official tables published in the Annals.

Hoping that I have not taken too much space for this communication, I am,

Very truly yours,

E. M. GALLAUDET.



## AURICULAR INSTRUCTION—AN INQUIRY AND REPLIES.

[The following letter from Director Luis G. Villa, of the National School for the Deaf in the City of Mexico, to President A. Graham Bell of the American Association, is a reply to the circular of inquiry sent him relative to speech-teaching in his school. The letter also contains an inquiry upon the Auricular Method and its employment in American Schools. To this inquiry a symposium of replies which have been obtained from Superintendents of Schools in which the Auricular Method has had a more or less prolonged trial, is presented.—ED.]

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NATIONAL SCHOOL FOR THE DEAF AND DUMB,  
MEXICO, January 21, 1900.

DR. ALEXANDER GRAHAM BELL, WASHINGTON, D. C.:

*Dear Sir:* I thank you very much for your favor received on the 19th inst., bringing to me at the same time the statistics on "Speech-teaching in American Schools for the Deaf."

I take pleasure in answering the questions of the interrogatory:

### ANSWERS.

1. The total number of pupils in this school is 49.
2. The number of pupils taught by speech and speech-reading, without being taught at all by the sign language or manual alphabet is 44.
3. There are no pupils, who are taught by speech and speech-reading with the aid of the manual alphabet, without being taught by signs.
4. There are no pupils who are taught by speech and speech-reading with the aid of signs and the manual alphabet.
5. There are no pupils taught speech and speech-reading as an accomplishment, without using speech as a means of instruction.

I now take the liberty of asking you some information about the use of the Auricular Method that is employed in American schools; for, among my pupils are enough children who are only half-deaf to form a special class, and I would thank you for any information on the subject, also for giving me the list of books to be referred to and of apparatus that might be used for that method.

Yours etc.,

LUIS G. VILLA.

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#### REPLIES.

So-called "semi-deaf" pupils with hearing impaired enough to interfere with their comfortable progress in the common schools and causing embarrassment to the pupils themselves and annoyance to their teachers, were encouraged to enter the Illinois Institution in 1894, and a "semi-deaf" class was organized in October of that year. In 1898, after careful observation of these "semi-deaf" pupils, those with hearing almost normal were remanded to the common schools and those too deaf to do well in the public schools were distributed in oral classes according to their varying degrees of scholarship. The cases were noted and it was not very hard for the oral teachers to continue to utilize the hearing of the "semi-deaf" pupils assigned to their respective classes. This change in policy was due in part to the overcrowded condition of accommodations in every department, and to the desire to give the preference to applicants whose education was practically impossible outside of this school. If less crowded schools are disposed to organize "semi-deaf" classes, too great care cannot be exercised in the matter of admissions from the common schools, as there is a marked tendency to unload upon the school for the deaf immoral and incorrigible cases in which imperfect hearing is really an excuse rather than a reason for the transfer.

It should be remembered that every pupil belonging to the "semi-deaf" classes noted above always possessed hearing and habitually made use of this power to its fullest extent.

In 1897, the writer organized the first auricular class in this

school. This class was composed of very different material from that in the "semi-deaf" department, Miss Helen McCheane, the teacher, purposely selecting by preference pupils whose hearing was of so low a degree, so insular, fragmentary, and rudimentary as to have escaped the observation of physicians, aurists, parents, and teachers. It is due Miss McCheane to say that out of such unpromising material, results both gratifying and remarkable were achieved. In the matter of hearing, the progress was clear and unmistakable and there was no case of total failure. It may be possible that the actual limit of improvement in ability to recognize detached elementary sounds was reached within the year. Upon this point I cannot be certain, but there was no apparent limit in learning to recognize by ear syllables, words, and sentences. The fixing of these in memory and the complete mastery of a vocabulary by ear, through repetition, imposed upon the teacher a herculean task. In addition to this technical work, so admirably performed, Miss McCheane's pupils were instructed in vocalization, in lip-reading, in language in the written form, and in all the objective studies suitable to their mental development. These pupils were not only fully abreast of other pupils pursuing the same studies, but they spoke as well and read the lips as well, and in addition they had learned to hear and to recognize by ear alone many words and sentences. Their vocabulary was somewhat larger than that of oral pupils of the same standing. It is evident to any experienced teacher of the deaf that to accomplish all these results requires extraordinary technical qualifications and peculiar skill on the part of the teacher. Miss McCheane resigned at the end of the year and was married shortly afterwards to a gentleman who had for several years exerted his persuasive powers to induce her to abandon the profession in which she had won so great distinction. I have been compelled, reluctantly, to discontinue special classes in auricular training from inability to secure teachers with the requisite special qualifications for the arduous work, and I now believe that it is not practicable to secure such teachers for our schools. Much may be done, however, through an extension of the special training along auricular lines of the

pupils in normal, or training, classes, who are fitting themselves to teach the deaf by purely oral methods, for in my judgment all auricular training is simply a branch of oral instruction.

JOSEPH C. GORDON,

*Superintendent of the Illinois School for the Deaf, Jacksonville,  
Illinois.*

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The Auricular Method in American schools for the deaf varies in meaning and in use. Some include with it, attempted restoration of the hearing, others limit its application to those who are only partially deaf. Its employment is made a special feature of class work by certain teachers, while in some Institutions it obtains just as speech, its inseparable companion, should prevail with whomsoever the oral method is used—in school and out of it; first, last and all the time.

It is not an easy matter to estimate correctly the relative frequency of acquired and congenital deafness, but it is safe to say that from forty to sixty per cent. are of the congenital form. What the causes are that induce deafness during foetal life, science has not definitely ascertained, but it has been reasonably well established that hereditary transmissions and reciprocal conjugal defects tend to create certain intra-uterine conditions which often result in disease of the ear, or in arresting the development of essential parts of the auditory apparatus. In acquired cases, two of the proximate causes as given by St. John Roosa, are inflammation of the middle ear, resulting in suppuration, or adhesions, etc., and inflammation of the nerve or labyrinth, resulting in suppuration or thickening of the membranous labyrinth. There are, most assuredly, other causes, but these are the most prolific. Now it is certain, and the increasing number of deaf children demonstrates the truth of the statement, that in both classes, the congenital and the acquired, the lesions are of such a character that seldom can the physician's treatment, or the surgeon's operation, bring relief. How, then, can it be expected that teachers of the deaf can improve that which scientific specialists fail to help?

My own experience suggests the importance of saving whatever hearing a child may have, and of depending on it for valuable assistance when it is of a degree to make it of practical use. But when the ear lacks the ability to appreciate the distinguishing characteristics of sound, even under especially favorable conditions, it cannot be other than a futile undertaking for teachers to try to re-establish hearing in adventitious cases, or to endow with new vitality a sense which pre-natal influences have destroyed. That deaf children have been made to hear more distinctly by reason of having received training which some of their schools provide, is true, but that the organs of hearing have undergone a process of repair, is extremely doubtful. From the rapid clicking of the instruments, it is at first impossible for the beginner to separate the letters of the Morse alphabet. He hears the sounds, but they come in such quick succession that, alas, they seem like an endless chain of dots and dashes. His hearing does not increase, his ear simply becomes better acquainted with the sounds, and like the woodsman in the bush, he learns to interpret what he hears. As in telegraphy, so in auricular teaching, success is due, not in trying to develop more hearing, but to the cultivation of that which already exists.

What the degree of hearing should be in order to include a child within the possibilities of successful auricular instruction, practical tests ought to determine. When deafness so impairs the auditory apparatus that impressions of sound cannot be recognized, even with artificial appliances, the degree of hearing may be said to be insufficient.

EDWARD C. RIDER,

*Principal of the Northern New York Institution for the Deaf,  
Malone, N. Y.*

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In reply to the inquiry in the matter of "aural" education of the deaf, or the development of hearing, permit me to say that from the cases of aural instruction here it appears that there is rather a brain development than any perceptible change in the physical organs of hearing. The children that are taught through the ear, show no perceptible difference in their ability to hear

sounds, but many of them show a marked difference in their ability to recognize and understand the meaning of the vibrations which enter the brain.

A child that has some hearing, but yet is too deaf to acquire an education in the public school, is sent to an institution to receive its education. The probabilities are that the ear has been examined, tested and experimented upon by all kinds of physicians from the common quack to the most skilled expert. None of these have been able to heal the disease, or restore the injured sense. Very little can be learned from the parents, or the physician, in reference to just what is the cause of deafness, for the probable reason that they know very little about it. It is very difficult, if not impossible, for any one to say just what has taken, or will take, place inside of the bony structure of the ear, or beyond. If a clot of blood or other object rests upon the nerve itself, or the vessels which carry nourishment to the nerve, so as to cut off the proper circulation, hearing is partially or totally destroyed. By certain massage treatment, which may perhaps be in the form of vibrations of the air, this obstruction may be removed, or in the course of years there may be an absorption of the obstructing object, and thus hearing be partially restored. If this be true, no one can prove it, except as stated above, which uses a supposed case to prove a guess. But if the child be given prolonged and careful instruction through the ear, by the constant repetition of certain elementary sounds, and their combinations in form of words, and at the same time taught that the vibrations mean certain things, there will come an understanding and a recognition of those vibrations as having a meaning. As, for instance, in teaching the child to speak the letter t, the familiar custom of putting his hand to his teacher's mouth to feel the expulsion of air in forming the letter, if repeated often enough, will be recognized by the brain, with the eyes shut, and it might be truthfully said that the child hears with his hand, or that hearing has been "developed" in the hand, but it would not be scientific.

The totally deaf will tell you of a story that they have heard, and the congenitally blind will tell you of the things that they have seen. We have no other language in which to express these

concepts, and while they apparently state what is not true, yet if to hear and to see is to recognize certain vibrations as audible sounds or visible objects, then the truth has been stated; but those vibrations did not travel to the brain over an auditory or optic nerve. Just how they got there seems to be a puzzle, but for the purposes of education, we have more to do with the results in the mind than we have with the way of reaching it. By continued shouting, the child at last displays all the signs of intelligence, and we say that he has at last heard, but the hearing was in the brain, and probably was a development of the brain matter, rather than a development of the auditory nerve or the physical parts of the ear.

For injured or over-wrought nerves, physicians prescribe absolute rest. For weakened muscles, exercise is ordered. To develop the sense of hearing by continued and forcible use of the auditory nerve, is to deny the propositions of the physicians, or that hearing is a nervous sensation. If one were afflicted with weak eyes or defective vision of any kind, and a physician, or teacher, should order repeated and prolonged applications of strong light, he would be condemned as a quack, and punished for malpractice and cruelty. I do not believe that the absurdity would appear as great, to undertake to develop and improve defective hearing by the repeated and prolonged applications of loud noises, but it would seem that the cases are parallel. Both the acts are the results of certain vibrations entering the brain over certain nerves. The absence or loss of, or injury to, these nerves is a physical defect, and the restoration or cure is physical and not educational. We as teachers of the deaf are required to deal with educational processes, and not to practice medicine; to develop the intelligence, and not to experiment where the keenest and brightest aurists have said it is useless to proceed farther.

Suppose one of us, totally ignorant of the language of the Boers, were to be transported to a Boer laager: we would hear innumerable sounds, and receive innumerable vibrations, intelligible to the members of the camp, but absolutely without meaning to us. We would therefore be deaf to those sounds and vibrations. By one means or another we learn that each of the

vibrations has a meaning; most certainly our hearing has not been affected, but our brain and intelligence has been developed so that we recognize sounds as having a meaning to which we were formerly deaf. Or, suppose I take a walk in the woods with an expert ornithologist. The birds are singing, and we enjoy the music. To each it tells a different story. To me it is but the voice of the bird. To him it reveals its name; its life-habits; location and methods of building its nest; sense of alarm or fright at our presence; joy at receiving its mate; or that the young are properly hatched from the eggs. But there is nothing in the sounds to convey all this information to me, therefore I am deaf. Yet by careful study and watchfulness, all these things will come to me, and I will recognize in the note of the bird all that is revealed to the trained ear of the expert. My hearing will not have been increased or developed, but there will be a rapid and profitable development of intelligence.

Personally, it appears to me that I have been too short a time engaged in this special line of educational work to offer suggestions to those who have brought into it larger natural abilities, and have been able to give it more time and study. However, it can be but one branch of our educational system, and a strong, vigorous, practical, and progressive effort to find the truth, and a love for it, and a willingness to follow it when found, surely will accomplish much good for our children. We have no time for it, and should have no disposition to fool the public into the belief that we are doing something unusual or miraculous. I would not deny that it is possible for an ear to be grown by shouting at the head of a boy. But in the light of such scientific information as is available, and my limited experience, such growth might properly be called miraculous.

H. E. DAWES,

*Superintendent of the Nebraska School for the Deaf, Omaha, Neb.*



# HISTORICAL NOTES

## CONCERNING THE TEACHING OF SPEECH TO THE DEAF.<sup>1</sup>

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### CHAPTER VI.

#### THE MANCHESTER SCHOOL (VA.) (1817 to 1819.)

Braidwood's New York School, his return to Virginia, and Bolling's plans for his relief—Rev. John Kirkpatrick and his classical school—The Manchester School under Braidwood and Kirkpatrick—The pupils (1817-18)—Notes from William Albert's School-Book—The Manchester School under Kirkpatrick alone—Kirkpatrick removes to Cumberland County, Va.—Bolling's letter of 1841 (Fourth Extract)—Masonic Records relating to Braidwood.

We have very little information concerning Braidwood's wanderings between the autumn of 1816 and the spring of 1817. During this period probably—

"he made his way to New York and collected a few deaf mutes, to form a school in that city, which, however, was soon broke up like those in Virginia, by his own misconduct."—(Hist. N. Y. Inst., pub. by Volta Bureau.)

When, early in 1817, he returned to Virginia, "penniless, friendless and scarcely decently clad," Col. Bolling once more came to his relief.

There had never been any question as to Braidwood's abilities as a teacher; but, after the experience of the past, it did not seem wise to give him again the exclusive control of a school. If, however, he could be associated with some man of reliable habits who could be made responsible for the welfare of the pupils, he

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<sup>1</sup>By Alexander Graham Bell. For Chapters I to V see REVIEW for February, April, June, and October, 1900.—ED.

might do well—at least for a time ! And if he could be induced to impart to his associate a knowledge of his method of teaching so as to qualify *him* to become an instructor of the deaf, Wm. Albert Bolling and the other pupils would not suffer should Braidwood again fall from grace, and the school would have some chance of becoming a permanent Institution.

No doubt this last consideration had some weight with Col. Bolling in determining him to come again to the assistance of Braidwood; for Col. Bolling was a man of broad and liberal views—a philanthropist and a patriot—and, of course, a Virginian with Virginian pride. Through his agency the first public school for the education of the deaf ever opened in America had been planted upon Virginian soil—and should it be allowed to die ?

Beginning in 1812 as a private school at Bolling Hall, it had been transferred to Cobbs in 1815 and opened to the public. Until the summer or autumn of 1816, it had been in successful operation there; and though for several months it had been suspended, Braidwood had now returned, and the pupils were still available.

#### THE REV. JOHN KIRKPATRICK AND HIS CLASSICAL SCHOOL.

Now it so happened that at this time there was in successful operation in Manchester, Virginia,—just across the James river from Richmond,—a classical school for young ladies and gentlemen carried on by the Rev. John Kirkpatrick<sup>1</sup>, a gentleman known personally to Col. Bolling as a man of culture, ability, and excellent character.

Mr. Kirkpatrick had been drafted into the army during the war with Great Britain, and was in Norfolk, Va., acting as Secretary to General Porter, at the time Col. Bolling was stationed there in charge of a troop of cavalry.<sup>2</sup>

Mr. Kirkpatrick was highly respected by all who knew him,

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<sup>1</sup>For biographical sketch of Rev. John Kirkpatrick see Appendix M.—A. G. B.

<sup>2</sup>A memorandum appears in Wm. Albert's School-book (p. 100), apparently in the handwriting of Rev. Mr. Kirkpatrick, as follows: "You must come over here very often to see me—I am an old friend of your Father—we were at Norfolk in the war."—A. G. B.

and his school was patronized by the best families of Manchester and Richmond.<sup>1</sup>

The school occupied the lower floor of the Masonic Building in Manchester—a brick building of two stories—the largest in the town. (See frontispiece).<sup>2</sup> The rooms on the upper floor were reserved for the exclusive use of the Masonic fraternity; but the lower floor, excepting when wanted for banqueting purposes, was rented to Mr. Kirkpatrick. Here, on week days, he conducted his school, and on Sundays preached and superintended a Sabbath School. There were two rooms—one of considerable size, and the other a small room suitable for special classes. (See illustrations opposite p. 497.)

Col. Bolling proposed that the Braidwood Institution should be re-opened in connection with the Kirkpatrick school; that the deaf pupils should be boarded in the family of Mr. Kirkpatrick,

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<sup>1</sup>The following is Kirkpatrick's Advertisement of the re-opening of his school in 1816; from the *Richmond Enquirer*, October 5, 1816:

"EDUCATION.

"The School in Manchester under the management of Mr. Kirkpatrick will re-commence on Monday next at the Mason's Hall.

"Information respecting the character of this school, the branches taught, and terms of tuition may be obtained from any respectable gentlemen in the place. A few pupils will be accommodated with boarding in the family of Mr. Kirkpatrick if early application be made.

"Mr. Trent has given assurance that children sent from Richmond shall be exempted from the customary expenses of his Bridge.

"October 2."

The above advertisement appeared in several issues of the *Richmond Enquirer*, viz.: October 5, 9, 12, 16, 19, and 23, 1816.—A. G. B.

<sup>2</sup>The Frontispiece is from a photograph of Old Mason's Hall as it appeared on Easter Monday, April, 1900, immediately before its demolition. The building had been unused for years as the Masons had erected a more commodious edifice in another part of the city. The foundations having been undermined by the action of wind and weather, the building was declared unsafe and ordered to be taken down. On Thursday April 19, 1900, the work of destruction commenced, and the historic "Old Mason's Hall" is now no more. For more than a century it had been a recognized land-mark to the residents of Manchester and Richmond, and around it were clustered many sacred memories. By us, however, it will be remembered chiefly as the site of the Manchester School for the Deaf, conducted by Braidwood and Kirkpatrick from 1817 to 1819.—A. G. B.

who should be responsible for their welfare; and that Braidwood should qualify Kirkpatrick to become an instructor of the deaf.

THE MANCHESTER SCHOOL UNDER BRAIDWOOD AND  
KIRKPATRICK (1817-18).

Col. Bolling's plan was carried into operation, and soon afterwards (June 20, 1817) an interesting article appeared in the *Richmond Enquirer* calling public attention to the school and appealing to the charitable and benevolent to support it. Indirect allusion was made to the school just opened in Hartford, Conn. (opened April, 1817); and to the plans for the New York Institution (organized April, 1817); and an effort was made to arouse local pride in the Institution established in the Commonwealth of Virginia.

"Parents of the deaf and dumb ! An opportunity is here afforded of doing the best thing that can be done for your unfortunate children.

Benevolent Virginians ! If there should be in the neighborhood of any of you, children of the poor who cannot hear nor speak, you may gratify your benevolence by making contributions for their support and education. The cheapest luxury in the world is the luxury of doing good. 'It is more blessed to give than to receive,' etc. (The full text of this article is given in Appendix N.)

On the first of July, 1817, the following advertisement, relating to the school appeared in the local newspapers:

"INSTITUTION for the education of the DEAF and DUMB established in *Manchester* conducted by MR. BRAIDWOOD, in association with the REV. MR. KIRKPATRICK.

"MR. BRAIDWOOD, Professor of the Art of instructing the *Deaf* and Dumb, according to the system invented by the late Mr. Thomas Braidwood of Edinburgh and London, respectfully informs the Citizens of Virginia and the adjoining States, that he has lately associated himself with the Rev. Mr. Kirkpatrick of this place; to whom he has engaged to communicate and has

commenced teaching the knowledge of his profession. Mr. Braidwood would further inform all whom it may concern, that during his stay in Virginia, he intends instructing to such an extent, as the time will permit, all children who may be placed under his tuition, of the following description in the undermentioned attainments; Children born Deaf, or those who may have lost their hearing from accident or disease, will be taught to speak and read distinctly, to write and understand accurately the principles of the English Language. They will also be instructed in Arithmetic, Geography (with the use of the Globes) and every branch of education necessary to render them useful and intelligent members of society.

"Respecting Mr. Braidwood's competency to instruct the Deaf and Dumb in any of the above mentioned attainments the most satisfactory testimonials, both by certificate and experiment, can be produced. His stay in Virginia it is expected will be but temporary, yet of such continuance as will afford him an opportunity of rendering important service to such Pupils as may be immediately placed under his tuition and also of communicating to Mr. Kirkpatrick that knowledge of his profession, as will efficiently qualify him to manage and complete the Education of such children, after Mr. Braidwood's departure from the State.

"The terms of Tuition may be ascertained on application to Mr. Braidwood and although they must in a measure be graduated according to the pecuniary ability of applicants, yet he is persuaded that the moderation of his charge will be acknowledged by all.

"Board and Lodgings may be obtained in the family of Mr. Kirkpatrick on the following terms—Pupils under the age of 12 years \$40—those over that age \$50 per scholastic quarter (twelve weeks) payable in advance. This sum will include every article pertaining to Board etc. with the exception of a Bed which must be furnished by the pupil.

"Accommodation may also be had in several other respectable families.

"Manchester, June 24th.

14."

(Copied from the *Richmond Enquirer* of July 1st, 1817.)

The statement that Mr. Braidwood's stay in Virginia—"it is

expected will be but temporary"—requires some explanation. We cannot for a moment suppose that he would permit public attention to be directed to an expectation of this sort, if it was based simply upon distrust of his ability to perform his duties for any great length of time. There must be some other explanation of which we are not informed.

Perhaps he had reason to expect a call from Hartford or New York (?) Dr. Cogswell had written to him in April 1812;<sup>1</sup> and again in the autumn of 1816;<sup>2</sup> and the Hartford School had now come into operation. The New York Institution, although not yet ready for the reception of pupils, had effected an organization, and the Directors were looking for a man acquainted with the Braidwood system to take charge of the school. They had written to England for a teacher; and, judging from the attitude of the Braidwood family towards Gallaudet in 1815,<sup>3</sup> the Directors were probably referred to John Braidwood in Virginia. The New York Institution was not opened until 1818, and at the date of the advertisement (June 24, 1817) it is probable that Braidwood was in correspondence with gentlemen in New York, and looked upon himself as a likely candidate for the principalship of the New York Institution. All this would naturally lead him to anticipate that his stay in Virginia might be but temporary.

However this may be, the Braidwood Institution was reopened in Manchester, Va., in accordance with the terms of the above advertisement.

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<sup>1</sup>Hon. Chauncey Goodrich, U. S. Senator from Connecticut, in a letter to Dr. Mason F. Cogswell, dated Washington, April 30, 1812, says: "Your letter to Mr. Braidwood I will hand him immediately on his return from Norfolk, where he has gone for a few days; any other service in my power connected with the object of your addressing him, you well know I shall be very ready to perform."

Mr. Braidwood writing from Norfolk under date April 23, 1812, states that he left Washington on April 10 and was detained in Norfolk longer than he intended "by illness," which caused him delay in making his first journey to Richmond, where, he writes, he expects to arrive by the mail "on the 30th." (See copies of correspondence on file at the Volta Bureau.)—A. G. B.

<sup>2</sup>See letter from Mr. Hallam in Appendix L, REVIEW II, 408-9.—A. G. B.

<sup>3</sup>See letter from Braidwood's mother in Chapter V, REVIEW II, 396-7.—A. G. B.

THE PUPILS (1817-18).

It is a little difficult to ascertain from Wm. Albert's school-book the number of pupils present at the opening of the Institution. Wm. Albert Bolling, John Hancock, and Katharine McNutt were certainly there then; and Virginia Weisiger was present during the year.

George Lee Turberville was probably one of the early pupils; and it is possible that John M. Scott may have attended too.

Visitors were frequent; and the following appreciative letter concerning the pupils and their progress appeared in the *Richmond Enquirer* Sept. 19, 1817:

"To the Editor of the Enquirer:

"Permit me, though a stranger, to inform you of the extreme gratification I experienced a few days since, in visiting an institution lately established in Manchester, for the *Education of the Deaf & Dumb* conducted by Mr. Braidwood in association with the Rev. Mr. Kirkpatrick, an eminent clergyman of that village, who has sometime been engaged in the education of youth.

"Astonishing to relate I saw persons born deaf and dumb, of different ages, who have already made considerable progress in articulation and a knowledge of words &c. One in particular, a young man whom I have known for several years, who was a disregarded member of society and only served to add to the burthens of his parents in this life, can now read, write and speak intelligibly, thereby becoming a blessing to his parents—and he will, no doubt, when he has finished his education, be a useful and intelligent member of society.

"To interest my fellow-citizens in the support of this institution, is the object of my addressing you.

A VIRGINIAN."

The *Richmond Enquirer* continued to keep the education of the deaf before the public, by publishing, 1817, Oct. 31, an account (copied from a London paper) of a public exhibition at Aberdeen, Scotland, of pupils of Mr. Kinniburgh's school; fol-

lowed, 1818, February 3, by an account of the pupils in the school for the deaf in Groningen, Holland.

#### NOTES FROM WM. ALBERT'S SCHOOL-BOOK.

In connection with Braidwood's stipulation to impart to Kirkpatrick a knowledge of his profession it is interesting to observe that exercises appear in Wm. Albert's school-book on p. 64 which are headed by the letters "J. K." (John Kirkpatrick); and that these are immediately followed on p. 65 by other exercises headed "J. B." (John Braidwood):

"J. K.

"A cold hand—go to the fire warm your hands; a cotton plant—cotton grows in a warm country—my Papa plants cotton at home—.

"My Papa plants tobacco—it grows on my papa's land, some tobacco grows little, some grows large the black people hoe the tobacco and plow it:—the tobacco grows large—the black people pull off the ground leaves; they top it pull off the suckers and worms—the tobacco grows ripe they spilt the stalk and cut it and lay it on the ground—

"When the tobacco gets soft by the sun, the black people put it in a cart and haul it to the tobacco house—put it on sticks, hang it on a scaffold, and when the tobacco turns yellow, they take it into the house, hang it up, and put fire under it, until the tobacco is cured. When the tobacco is cured they take it down and cover it with husks or straw, then they strip it and wrap it up in bundles—put it in a hogshead, prize it close, then Papa puts it in the waggon, sends it to Lynchburg or Richmond sells it, gets the money and comes home.

"I often think of my Papa and my Mama. I think of them many times every day—I often wish to see my Mama—."

"J. B.

"This is a hot day—Harvest will soon begin. The heat of the sun, will soon make the wheat ready to cut—my Papa sows much wheat—I saw my Papa yesterday—my Papa told me he would begin to cut wheat in







**A GRAND-DAUGHTER OF REV. JOHN KIRKPATRICK IN THE SMALL SCHOOL-ROOM  
OF OLD MASON'S HALL  
Photograph made 1900, April 19.**



**THE LARGE SCHOOL-ROOM IN OLD MASON'S HALL.  
Photograph made 1900, April 17.**

eight or ten day—the black people cut the wheat with scythes—

“A fine Horse, How old is he? I wish to buy your horse—well you sell your horse? A gig horse he trots well, he is quiet in harness—will you sell him?

“yesterday was Sunday—I went to meeting,—yesterday I saw many Ladies and gentlemen at meeting I went to meeting in the morning and after dinner—There was a storm yesterday the wind blew very hard I saw much rain fall I saw much lightning I felt the thunder—I saw at meeting where the storm began—A lady was much frightened—

“The Sugar Cane grows in both the East and Weast Indies. This is a pretty tree: there are several kinds of willow.”

We find occasional items in the written exercises which furnish glimpses of the life in the school-rooms and playgrounds:

“Mr. Harris has sent a little girl into this room—She is a bad girl and will not mind her book—. Mr. Harris has taken her in his school again. She has come back again.”

Mr. James S. Harris was Mr. Kirkpatrick's assistant in the classical school.

“This morning John Hancock caught Mrs. McRae's little black boy Peter and brought him into the porch Mr. Harris took him and put him in the closet and shut the dor. Mr. Harris then went and Got a rod and went into the closet and whipped Peter for throwing stones. Peter promised he would not throw any more stones, and Mr. Harris told him to put on his clothes and go home and be a good boy.

W. A. Bolling.”

Here we have a glimpse of a little negro slave (probably owned by Colin McRae, Esq.) throwing stones, when one of

the deaf pupils caught him, and handed him over to the rude justice of the school-master Harris.

THE MANCHESTER SCHOOL UNDER KIRKPATRICK ALONE.  
(1818-19).

Until about the close of the year 1817, Braidwood's conduct in the Manchester school had been very satisfactory; but early in 1818 his old deplorable habits began again to assert themselves. Before the middle of March (1818) his "irregularities" had become so frequent and annoying that Kirkpatrick dissolved connection with him and carried on the school alone.<sup>1</sup>

In May 1818 a new pupil, Miss Jane C. Davenport—"naturally deaf and dumb"—appeared in the school. Where Mr. Braidwood was at this time we do not know; but, about a month later, he seems to have been present when Mr. Duval visited the school and noted the progress made by Miss Davenport under the sole instruction of Kirkpatrick.

Wm. Albert writes (p. 71):

"Manchester, June 18th, 1818.

"The morning after breakfast Mrs. Kirkpatrick and John Hancock rode about three miles into the country, they rode in a Gig, and took little Thomas and a Servant in with them. About Eleven o'clock Mr. Duval of Richmond came into the School—he wanted to collect money from Mr. Kirkpatrick and Mr. Braidwood for the printing of a Newspaper. Mr. Kirkpatrick paid him \$5. Mr. Duval then heard Miss Jane C. Davenport read, and appeared to be much surprised and pleased—this evening Mr. Braidwood has not come into school—he has to attend with the Free Masons of Manchester in Richmond in order to lay the corner stone of a Great Church. It is raining while I am writing this.

W. A. Bolling."

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<sup>1</sup> See letter to Dr. Mason F. Cogswell in Appendix O.—A. G. B.

The last mention of John Braidwood in Wm. Albert's book (apparently written on Thursday, June 25, 1818), occurs on page 77 as follows:

"It is five minutes past three o'clock. Mr. Braidwood has not come into school."

In the list of pupils of the Manchester school appears the name of Marcus Flournoy.<sup>1</sup> The date of his admission is uncertain; but, if he is the Marcus "Flernoy" mentioned in a letter to Dr. Cogswell, dated 1818, March 9,<sup>2</sup> he was probably admitted after Braidwood's retirement from the school.

Wm. Albert Bolling, in a memorandum written apparently in July, 1818, (p. 91), says:

"Mr. Flournoy has lost his Hearing. He was born hear and he is Deaf and he can talk."

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<sup>1</sup> Marcus Flournoy seems to have been a son of Robert (Matthew, John James, Jacques, Jacques, Jean F., Laurent) Flournoy, descended from a French Huguenot family. If so, he was the brother of John James Flournoy (deaf).

CHILDREN OF ROBERT AND MARY WILLIS (COBBS) FLOURNOY: Marcus Aurelius, b. 1795; Thomas Howell, b. 1797; Elizabeth America, b. 1800; Robert Willis, b. 1802; Mary Mildred, b. 1805; John James, b. 1808; Robert Watkins, b. 1811; Howell Cobb, b. 1813; Elizabeth Julia, b. 1815.

MARCUS AURELIUS FLOURNOY, m. 1st, 1820, Dec. 7, Mrs. Susannah (or Margaret) Connelly (nee Bostwick); he m. 2d, Margaret Shellman; he m. 3d, a widow Shellman, Chambers Co., Ala. The Virginia Magazine of History gives the addresses of several persons (children or grandchildren of Marcus Flournoy) as follows: Mrs. Mary A. Caldwell, James, Ga.; Mrs. E. I. F. Harris, Jonesboro, Ga.; W. M. Flournoy, Waco, Tex.; Adams Flournoy, Tyler, Tex.; Robert Flournoy, d. in child. in Florida; George Flournoy, who left a son Geo. F. Jr., a lawyer in Bakersfield, Cal., at one time City Attorney, San Francisco.

JOHN JAMES FLOURNOY was quite celebrated in his day for his eccentric writings. He was the author of a pamphlet entitled "Go to the Bible," in which he advocated Trigamy as a remedy for the social evils of the day (referred to by Oliver Wendell Holmes in his "Professor at the Breakfast Table"). He was also the author of a Bill and petition to Congress for the establishment of a deaf-mute Commonwealth or State; and he urged, through the pages of the *Annals*, that the educated deaf of the country should emigrate to the West and settle upon a common place so as to form a Deaf Community. He m. 1834, Dec. 21, Eliza Venable. Their daughter, Mary Cobb, m. — Gross, of Ridgeway, Ill. —A. G. B.

<sup>2</sup> See Appendix P.—A. G. B.

Mr. Kirkpatrick evidently believed in making his pupils write a daily composition, and Wm. Albert's exercise book contains many interesting items connected with the school and family life in the form of a diary. Especially is this the fact in the summer of 1818 from about the middle of June to the 20th of July. The exercises show great improvement in the use of language; and they also form a record of historical and biographical interest concerning men and events connected with the times in which they were written.

On Friday, June 19th, 1818, he writes:

"Mr. John Hancock went to the country yesterday.—He came home last night—He went with Mrs. Kirkpatrick, and her little Son Thomas—They dined at Mr. John Murchies—Mr. Hancock rode home in the gig by himself—Mrs. Kirkpatrick and Thomas rode home in a carriage with Mrs. Graham."

"Monday morning, June 22d, 1818

"When I got up on Saturday—I put on a clean shirt and Cravat and dressed myself to go to Richmond—After breakfast I walked to Richmond with Mr. John Hancock—I went to see my Aunt Robertson,<sup>1</sup> she was happy to see me—she is well—When I was at my Aunt Mrs. Robertson my Aunt Murray<sup>2</sup> arrived from Amelia—three of my cousins came with her, I was happy to see her, I had not seen her for a long time—she told me that my Aunt Mary Bolling<sup>3</sup> is in Petersburg. I went to church twice yesterday—I went in a carriage with my Aunts and cousins—I slept at my Uncle Robertson's on Saturday night and last night. I came back to Manchester after breakfast This morning—I wish to write a letter to my Aunt Mary Bolling today my Aunt Robertson will take it to her for me.—

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<sup>1</sup> Elizabeth (Bolling) Robertson, sister of Col. Wm. Bolling, and wife of Wm. Robertson, Clerk of the Council of State and long a member of that body.—A. G. B.

<sup>2</sup> Rebecca (Bolling) Murray, sister of Col. Wm., and widow of Wm. Murray, who d. 1815.—A. G. B.

<sup>3</sup> Mary Bolling, the deaf sister of Col. Wm. Bolling. She was educated in the Braidwood Academy in Edinburgh, Scotland; b. 1809; d. 1826. See Chapter I, REVIEW for February, 1900.—A. G. B.

Friday morning.<sup>1</sup>

"I think this will be a very hot day—John Hancock was sick yesterday—He went to his room after dinner and laid down upon his bed—Mr. Kirkpatrick gave him some of Batemans drops in a cup of tea, he is better today—

"John Hancock walked up town after breakfast this morning—he saw Mr. Dupuy—he says Mr. Dupuy told him, that a white boy was drowned in James River last night, many people have been looking for the body of the poor boy but they cannot find it.

"Friday afternoon<sup>1</sup>—

"The body of the poor little boy who was drowned last night was found before dinner today. It was found near Rockets—the little boy's name was James Fisher.

"Monday morning<sup>2</sup>—

"I have been to Richmond—I went there on Friday afternoon, after school, and returned here this morning before breakfast—I went to visit my Uncle, Aunt and Cousins—I slept with my Cousin Windham Robertson<sup>3</sup>—on Friday night, Saturday night, and last night—Yesterday was Sunday, it was a very warm day. I went to church with my Aunts—we walked to church—In the evening after tea I took a walk with my Cousins, we met my Cousin John H. Randolph—do you remember him, you saw him at my Papa's house long ago—He has lost one of his fingers—He lives now with Doctor Duval—you know Dr. Duval married his sister Maria Randolph.<sup>4</sup>

"One Saturday Evening my Aunts took me to the public gardens, many people were there, we had Ice creams to eat—I like ice creams very much—

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<sup>1</sup>Probably written on Friday, June 26, 1818—A. G. B.

<sup>2</sup>From manuscript school-book p. 80.—A. G. B.

<sup>3</sup>Hon. Wyndham Robertson, Jurist; b. 1803; d. 1888. Twentieth Governor of Virginia (1836-7). State Legislature, 1838-40 and 1858-65. Author of "Pocahontas and her Descendants" (1887).—A. G. B.

<sup>4</sup>Dr. Philip Duval married Maria B. Randolph, niece of Col. Bolling's wife.—A. G. B.

"Thursday morning, July 16, 1818.

"Two ladies came here this morning—their names are Mrs. Graham and Miss Ellen Harris—Virginia Weisiger—Jane C. Davenport—Marcus Flournoy—John Hancock and myself read to them—they were much pleased to hear us read.

W. A. Bolling."

"I am sorry too, and I will be very glad if his Papa send him back to school—I love Mr. John Hancock. July 28th, 1818."

The following advertisement (dated 1818, July 25,) informed the public, in substance, that Mr. Kirkpatrick would continue to carry on the instruction of the deaf in the Manchester School by himself without any further association with Braidwood; and testimonials were appended, certifying to his competency, and testifying to his success as an instructor of the deaf. These appeared in the *Richmond Enquirer* on the 18th of September, 1818:

"INSTRUCTION OF THE DEAF AND DUMB.

"The subscriber takes this method of informing the public generally, and those interested particularly that he has established in Manchester an Institution for the instruction of the *Deaf and Dumb*, in which he contemplates teaching unfortunate persons of both sexes, and of all ages under 25, all, or any of the several branches included in a good English education, together with the faculty of *speaking* and *reading* in a manner perfectly *audible* and *distinct* and also of understanding what is spoken to them by others..... for further particulars those interested will apply to the subscriber, by letter or otherwise.

"JOHN KIRKPATRICK.

"Manchester (Va.) July 25."

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"We the undersigned having examined those pupils of the above Institution who have been solely under the instruction of Mr. Kirkpatrick, do certify that their improvement has been greater than we could pos-



sibly have anticipated, and have no doubt of his entire capability of fulfilling the terms of his advertisement.

"James Brander

James Caskie.

"Wm. G. Nice

Samuel Taylor.

"Robert Graham

Richard E. Parker.

"Thomas Tredway

John Grantland.

"Richard Booker

"Manchester, July 25.

"I do hereby certify that my niece, Jane C. Davenport, naturally deaf and dumb, commenced with Mr. Kirkpatrick about the 20th of last May, and that I have this day heard her read audibly and perfectly intelligibly the last pages of Murray's first book for children; which book she has, in the meantime, read twice through and also learned to write a neat, fair hand.

"JOHN CASTLEN.

"Manchester, July 27.

"I do also certify that I have to day heard the said Jane C. Davenport read the last pages of Murray's first book for children, in an easy, audible and intelligible manner; and that she writes a neat fair hand.

"HENRY H. JONES.

"Manchester, July 27.

"The Editors of the Baltimore Patriot, Democratic Press, New York Mercantile Advertiser, Lexington Reporter, Charleston City Gazette and Mill-edgeville Journal, will please insert the above twice a month for three months, & forward their accounts to this office for payment.

"August 7."—(From the *Richmond Enquirer*, Friday, Sept. 18, 1818.)

Files of two of the above mentioned papers have been examined viz.: *The Baltimore Patriot*, and the *Democratic Press* of Philadelphia. The advertisement was not found in the *Baltimore Patriot*, but it appeared in the *Democratic Press* in 1818, under dates August 10 and 25, September 8 and 22, October 13 and 27.

KIRKPATRICK REMOVES TO CUMBERLAND COUNTY, (VA.)—  
(May, 1819).

In 1819 the school was removed to Cumberland County, (Va.), as the Rev. John Kirkpatrick had accepted a call to settle over a Presbyterian Church in that county, and was ordained May, 1819.

The last Manchester item in the old school-book, that bears a date, was written on the first of February, 1819 (noted by Wm. Albert as "Feb. 1<sup>nd</sup> 1819"); and the first dated item from Cumberland Co. appeared on the 29th day of June.

Wm. Albert, in a record headed "This Thursday July 22th 1819," says:

"Mr. Robert Flippen brought seven Children to school today—two Girls and five Boys—2 and 5 make 7—\* \* \* Mr. Flippen's Children are gone home for dinner—They will return to school at three o'clock."—

These were undoubtedly hearing and speaking children for the classical school. The old exercise book gives us very little information concerning the deaf pupils who followed Kirkpatrick to Cumberland County; and the only names we have been able to identify are those of Wm. Albert Bolling and Marcus Flournoy. The following record appears on p. 96:

"Cumberland County.

"I came from Bolling Hall to Mr. John Kirkpatrick's in Cumberland on Monday—my Uncle Mr. Thomas Bolling and his Servant Stephen came with me—We rode on horse-back yesterday—Mr. K. family went to Mr. Carter Page's<sup>1</sup> to dine—My Uncle and Marcus went with Mr. K. family—Mrs. Kirkpatrick and Miss Eliza Rowe Price rode in the Gig—My Uncle Thomas and myself" (paper gone) "rode on horse-back. Mr. K. and Stephen and Tabby walked. We had a very good dinner At Mr. Page's—Mr. John W. Eppes his body were there also—Mr. John C. Page<sup>2</sup> his family and Mr. Wm. Berkley his body were there."

<sup>1</sup> Son of Gov. John Page, who was a major of cavalry in the Revolutionary War. Carter Page m. Mary Cary, first cousin to Col. Bolling's wife.—A. G. B.

<sup>2</sup> Eldest son of Carter Page.—A. G. B.

We give below a few other Cumberland County items from Wm. Albert's book. The following occurs on p. 96:

"Mr. Miller came here yesterday before dinner and staid all night. This Morning After Breakfast He went on his journey to Manchester. He had been away in the Western County six hundred Miles from Richmond. He set off from Manchester the 4th ('7th'?) day of April and This is in the 29th day of June. He has been away almost three monthes."

The following item on p. 97 is without date:

"The rain has gone—and the sun shines—the wind blows very briskly. This evening is cloudy—Mr. James Kerr is making a harrow to drag over the ground to make the ground mellow—there is a black woman in Jail at Cumberland Court-house—She is to be hanged on Friday—Mr. Kirkpatrick is going to see her this evening and to talk to her about God and heaven—poor black woman must die next Friday."

On p. 98 the following item occurs :

"Cumberland Court-house, July 30th 1819

"Mr. Kirkpatrick is going to the Court-House this Morning to see the poor negro who is to be hanged today. Mr. K. wants to talk to the poor negro about God and heaven. Mr. Kirkpatrick is sorry for the poor negro—he should not have done bad and then he would not have been hanged—

"Miss Polly Howard came here last evening—she staid all night she is in the house now. This is Friday morning—this day is Clear. It is very pleasant in the Shade. The peaches will soon be ripe I am very fond of good peaches—"

How long Kirkpatrick continued the instruction of the deaf in Cumberland County, we do not know. His classical school was continued for many years but we lose track of his work for the deaf after the year 1819. The old school exercise book contains many notes of later date—but nothing to indicate that they were school exercises written in Cumberland County.

Col. Bolling too, in his letter of 1841, gives no information

concerning Kirkpatrick's work for the deaf after he dissolved connection with John Braidwood.

BOLLING'S LETTER OF 1841 (FOURTH EXTRACT).

Col. Bolling says:

"Again he '(Braidwood)' applied to me, and again I went to his relief by forming a connection between the Rev. Mr. Kirkpatrick, then residing in Manchester and himself.

"I again sent my son to him, under the care of Mr. K., Braidwood stipulating to impart to Mr. K. the art of teaching deaf-mutes—they had two or three other pupils,<sup>1</sup> and he conducted himself for about 6 months to the entire satisfaction of Mr. K., who I am assured, if he had pursued the profession had sufficiently qualified himself; but before the third quarter ended, Braidwood's conduct was such as to oblige Mr. K. to dissolve all further connection with him. After this he became a bar-keeper in a tavern in Manchester, a situation peculiarly adapted to indulgence in his unfortunate and inveterate propensities, where he died a victim to the bottle in the winter of 1819-20.<sup>2</sup>

"In conclusion, my dear Sir, I have only to add that this communication has been extended far beyond my intention when I commenced it—while I *might* say much more. It has been a painful task to say as much of a person, now no more. I submit it to your discretion to make such use of it as may be desired in your proposed publication on the subject, either in extracts or otherwise, with authority to refer to me by name for all the *facts* which I have stated. With high esteem and friendly regard, WILL-BOLLING."<sup>3</sup>

<sup>1</sup> The notes in Wm. Albert's school-book show that Col. Bolling has here greatly under-estimated the number of pupils.—A. G. B.

<sup>2</sup> He died in Oct., 1820. See "Masonic Records relating to Braidwood."—A. G. B.

<sup>3</sup> This quotation completes Col. Bolling's account of John Braidwood's career in America contained in his letter to the Rev. Joseph D. Tyler, superintendent of the Staunton (Va.) Institution, dated 1841, Dec. 10, and published in the *Southern Churchman*, 1842, March 18, (a copy of which is preserved in the library of the Theological Seminary in Alexandria, Va.) The whole account has now been published in the *Review*, Vol. II, in the form of four extracts: 1st extract, p. 264; 2d, p. 268; 3d, p. 401; and the 4th and last is given above.—A. G. B.

MASONIC RECORDS RELATING TO BRAIDWOOD.

Mr. Henry Maurice, Mayor of the city of Manchester, Va. —himself a Member of Masonic Lodge No. 14,—has made a careful examination of the old Record Book belonging to that Lodge, for entries relating to John Braidwood, and reports the following discoveries:

“John Braidwood became a member of Masonic Lodge No. 14 of Manchester, Va., in 1817. The petition for his membership was presented to the Lodge at the September meeting, 1817, Sept. 6, and his initiation took place at the following meeting in October. John Braidwood visited the lodge June 23, 1818; June 24, 1818; Sept. 24, 1819; June 24, 1820; July 1, 1820; and he died either on the 24th or 25th of October 1820, as he was buried by the Lodge on the 26th of October, 1820.”

We are indebted to Mayor Maurice for the following copy of the last entry made in the Masonic Record Book relating to Braidwood:

“At a called meeting of Manchester Lodge No. 14, held in the Hall on thursday the 26th October, A. L. 5820, A. D. 1820—for the purpose of paying the last tribute of respect to their departed Brother, John Braidwood.

Present.

Whpfl. Richd. O. Henderson, Master.

Whpfl. P. M. James Henderson	S.W. pro tem.
Bro. James Brander	J. W. pro tem.
Whpfl P. M. Richd. Booker,	S.D. pro tem.
Bro. William Angus	J.D. pro tem
Bror. Jno. Howlett	Treasurer pro tem.
A. L. Addison—visiting Br.	Secy. pro tem.
Bro. C. D. Baker Tyler	
Bro. Wm. Matthews	
Bro. Obed: Winfred.	

visiting Brethren.

Whpfl. P. M. Jno. I. Johnson of No. 14

Whpfl. Jno. Dove—Master of No. 19

Jas. B. Roddy of No. 10, Richd.

Jos. Viglinive—of No. 10.

Zachariah Clarke of No. 10.

Assist Jr. Deacon, J. B. Richardson of No. 19.

Assist Sr. Dea. D. Hickey—No. 1—Norfolk.

Edmd. Redford—19 Richd.

"The Whpfl. Master informed the lodge that we were called together to render our last duties to our departed brother—and after mentioning the form of the procession the lodge proceeded to the late residence of the decd. and accompanied his remains to the place of interment; where after the usual ceremony, his body was deposited in the grave; when the procession returned to the hall. The lodge was then adjourned.

"Richd. O. Henderson, Master.

"Andrew L. Addison, Secy. pro tem."

The place of interment was not mentioned; but, about the year 1875, Wm. Albert Bolling pointed out the grave to Mr. Edwin Cheatham, a deaf gentleman now living in Richmond, Va. It has thus been ascertained that Braidwood was buried in the Masonic lot in Manchester, Va., close to Old Mason's Hall, and right under one of the windows of the Kirkpatrick school.<sup>1</sup>

He was laid to rest beside the old school building in which his labors for the deaf had been brought to a close.

In conclusion we may note that John Braidwood was the first professional instructor of the deaf to appear in the United States. He was our first oral teacher. He was, however, an alien.

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<sup>1</sup> When the photograph of Old Mason's Hall was taken, which is shown in the frontispiece, a post with a large sheet of white paper attached was used to mark the spot pointed out by Wm. Albert Bolling as the site of Braidwood's grave. This marker forms quite a conspicuous object in the picture and cannot fail to be easily identified by the readers of the REVIEW. See Frontispiece.—A. G. B.

To his associate and successor the Rev. John Kirkpatrick belongs the honor of being the first American to teach speech to the deaf—the first oral teacher produced upon American soil.

The ultimate disappearance of Kirkpatrick from the profession demands explanation.

The extinction of his school, and the adoption of the sign-method by the New York Institution, mark the end of the first American movement for the oral instruction of the deaf. Henceforward, and until quite recent times, the sign-method of instruction—to the exclusion of speech—prevailed in American schools for the deaf.

*(To be continued.)*

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## APPENDIX M.

REV. JOHN KIRKPATRICK.

(b. 1787, d. 1842.)

### THE FIRST AMERICAN ORAL TEACHER OF THE DEAF.

Rev. John Kirkpatrick was of Scotch-Irish parentage; he was born in Mecklenburg Co., North Carolina, about 1787-8, and was the second and youngest son of his parents; they had emigrated to this country shortly before his birth. As a child he developed great mental precocity and a desire for intellectual culture, but his mother having died while he was an infant, his early education was somewhat neglected. In his nineteenth year he commenced the study of the classics, and at the end of seventeen months was prepared for, and entered Hampden-Sydney College, Va.

He joined the Junior class there, (half advanced), and in eighteen months completed his collegiate course, graduating, it is stated, with the highest honors of the Institution.

He commenced the study of law, but before he was prepared for admission to the bar, decided to abandon it for theology. While engaged in his theological studies in 1814, he was drafted into the army, which he joined at Norfolk, Va. Here he served six months as Secretary to General Porter, and

also frequently discharged the duties of Chaplain. Some of his addresses on these occasions are said to have been very eloquent and to have produced a powerful impression.

At the expiration of his term of service, he returned to his theological studies, completed the course under the direction of the venerable Dr. Moses Hoge, and was licensed to preach in Prince Edward Co.

In January, 1815, he married Miss Nancy Price, daughter of Capt. Nathl. and Mary (Venable) Price, and was temporarily engaged as a missionary in Hanover Co., but removed and settled at Manchester, in Chesterfield Co., Va. Here he organized a Mission Church, which became the nucleus of the present (1900) Presbyterian church in that city, and soon had, in connection, a flourishing Sabbath School.

In addition to his preaching and pastoral work, he opened here in 1815 a classical school which was well patronized; and in 1817 combined with it a school for the deaf—which he conducted—"with great skill and success." Of this teaching it is stated by a member of his family, that "His success brought him most flattering offers to devote his life to this work." Several of the deaf pupils were boarded in his family where they had the benefit of home influences of a refined and cultured character. Mr. and Mrs. Kirkpatrick gave to the care and training of these young people the most devoted attention, and were rewarded with the knowledge that their efforts were fully appreciated by the friends and relatives of the children.

Mr. Kirkpatrick was a man universally acknowledged to possess great strength of character. He was remarkable for his firm convictions on all subjects to which he gave attention, and for his independence and integrity in defending them.

It is said that as a preacher he had an uncommon degree of power over the passions and imaginations of his hearers; that "his boldness in the pulpit and out of it, the warmth of his feelings, and the generous openness of his character, made him many friends and admirers."

While in maintaining an argument his manner may have appeared somewhat stern, yet at heart, he was as gentle as a



child; he had an affectionate, sympathetic nature, and was very fond of flowers, music, and children.

As an orator, it is stated that his style was "ornate and nervous, but always in good taste." "Vehement without bombast"—"eloquent but not boisterous," are some of the comments concerning him, made by a cotemporary.

One writer in 1842 (Rev. J. Mitchell), speaking of Mr. Kirkpatrick's church work in Manchester, says, "The fruit of his labors there, is still seen in the piety and intelligence of some of the brightest ornaments of the Presbyterian Church in Richmond."

Another writer, giving personal reminiscences of Mr. Kirkpatrick in 1848 (Rev. S. L. Graham, D. D.), says, "I regard him as among the men who have a fair right to be transmitted in some enduring record, to future generations." And yet—when this research concerning the early instruction of the deaf in the state of Virginia was first undertaken—the name of Rev. John Kirkpatrick was unfamiliar to religious and secular educators in that state. It has only been by the most painstaking, careful investigations that the facts set forth in these historical notes in regard to him, and to his work, as the pioneer American Oral Teacher of the Deaf in this country, have been brought to light; and now, for the first time, appear in published form.

Mr. Kirkpatrick continued his residence at Manchester until the summer of 1819, when he accepted a call to settle over a small Presbyterian Church in Cumberland Co., Va. He was ordained in May of this year, and removed to Cumberland Court-House with his family. Here also, as at Manchester, he opened a classical school, which he continued from year to year for a period of years; it is supposed that for a time he also continued the instruction of a few deaf pupils. Three years after his removal to Cumberland Co. his wife died, leaving him with two young boys. His daughter writing of her father (1900, March), says, "After removing to Cumberland Co. the heavy work of his pastoral field and the ill-health and death of his wife put an end to his work with the deaf."

Mr. Kirkpatrick married 2nd, in 1825, Miss Jane Maria

Browne Jellis, daughter of Capt. Thomas and Anastasia (Deane) Jellis, by whom he had six children.

Although frequently importuned to assume the charge of larger and more wealthy churches, such was the mutual attachment between him and his people, that these solicitations were unavailing.

Search for published works from the pen of Mr. Kirkpatrick has been vain, and it is said he requested his manuscripts be destroyed at his decease. In the winter of 1835-6, there was a spirited controversy carried on in the *Southern Religious Telegraph*, a paper published in Richmond, on the subject, "whether it be right for ministers of the Gospel who are not supported by their salaries, to engage in secular employments so far as to secure to themselves and their families a comfortable maintenance." Mr. Kirkpatrick assumed the affirmative side of this question, and wrote with strength and vigor, defending his opinions, it is stated, "with signal ability."

Mr. Kirkpatrick died at "The Manse" in Cumberland Co., 1842, February 18, after a long and distressing illness.

His widow, after a few years, removed with her family to Lynchburg, Va., where she died in 1863.

Of the children of Rev. John Kirkpatrick, one of the sons by the first marriage followed his father's profession. The only son to attain adult life, by the second marriage, was the well-known Major Thomas J. Kirkpatrick, of the Confederate service, a prominent lawyer residing at Lynchburg, Va., where he died in 1897, leaving a family.

The three youngest children in Mr. Kirkpatrick's family (daughters) are now (1900) living, and are the authority for this sketch of their honored father. The youngest, Mrs. Parrish, of Richmond, Va., furnishes the accompanying autograph.

*Affectionately yours-*

*J. Kirkpatrick*

Mrs. Parrish also contributes the following record from a family Bible, in the handwriting of her mother (widow of Rev. John Kirkpatrick):

"John Kirkpatrick and Jane Maria Jellis were married March 29th, 1825.

"(Their Children).

Nancy Price Jellis Kirkpatrick born June 25th, 1827

Thomas Jellis Kirkpatrick was born July 31st, 1829

Francis Deane Kirkpatrick was born November 8th,  
1831

Jane Tweedy Kirkpatrick was born December 25th,  
1833

Catherine Hutchinson Kirkpatrick born 4th October,  
1837

Mary Kirkpatrick born on the 16th June, 1839."

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"Departed this life on the 9th of November 1835 Francis Deane Kirkpatrick, aged four years. In the light of the Bible we believe our beloved child is blessed for ever more in the presence and love of God. Oh may his bereaved and afflicted parents, be comforted with this hope, and be encouraged to press forward in their christian warfare, looking to Jesus as the author and finisher of their faith; that when the trials of this life are ended they too may be gathered *home*, and be reunited to their precious boy who has gone before to the mansions of peace and joy.

"Departed this life at half past one o'clock on the morning of the 18th of February 1842, in the full triumph of christian faith and hope, John Kirkpatrick.

"October 3d 1814, He was licensed to preach the Gospel of our Lord Jesus Christ.

"In January 1815 he married Nancy, eldest daughter of Captain N. Price, who died in September 1823.

"In May 1819, he was ordained, and installed the Pastor of Cumberland Congregation, which relationship he continued to hold, till removed, from the church militant on earth, unto the church triumphant in Heaven.

"In 29th March 1825, he again married; Jane Maria, the orphan daughter of Thomas Jellis who survives, to mourn over the desolating stroke that has laid her earthly hopes, and earthly prospects low in the dust.

"Dear sainted spirit, *thy* sorrows are ended, thy warfare is accomplished, thy work on earth is *done*. Thy great mind knew *no* ambition, in humility didst thou habitually dwell with God, and even amid trials of no ordinary nature, God was *with thee* for 'thy mind was stayed on Him.'

"Blessed be His Holy name: He owned and blest the faithful labours of His servant. Oh let *me* die the death of the righteous and let my last end be like *his*. Amen!

J. M. K."

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(For the above sketch of the life of the Rev. John Kirkpatrick, we are indebted to Mrs. A. C. Pratt, of Chelsea, Mass.—A. G. B.)

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## APPENDIX N.

### PUBLIC APPEAL FOR THE SUPPORT OF THE MANCHESTER SCHOOL (1817).

(From the *Richmond Enquirer*, June 20, 1817.)

"FOR THE INQUIRER.

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#### "DEAF & DUMB.

"Few objects more calculated to excite pity, or more worthy of the attentions and exertions of an active benevolence, can be presented than children deprived of the sense of hearing, and the faculty of speech. With such an object are associated all the anxieties and sorrows of the parents, and the dreadful privations of the child, cut off from all that is most delightful in intercourse with its fellow creatures, and denied access to the varied stores of knowledge, which at once afford the capacity and pleasure of doing good. It is impossible to behold a human being in this de-

plorable situation, without earnestly wishing to afford relief. The ingenuity of benevolence has devised a plan, by which, what at first, and for a long time indeed, seemed hopeless, has been accomplished. The power of receiving and communicating ideas, and making improvement in almost every branch of knowledge, has been imparted. Among the benefactors of the deaf and dumb, Braidwood, of Edinburgh, holds a very distinguished place; as will appear from the subjoined extract from Dr. Johnson's Tour to the Hebrides.

"The grandson of Braidwood is now in Manchester, and has recently formed a connection with the Rev. Mr. Kirkpatrick, who superintends a flourishing School in that place. It is understood, that the principal object of this association is, that Mr. Braidwood may communicate to Mr. Kirkpatrick a knowledge of the art of which his grand-father was the inventor: and that the most unquestionable evidence of competency can be adduced. It is surely most delightful that we should have among us in Virginia, a man capable of affording instruction to the deaf and dumb; and it is gratifying to learn that a gentleman of Mr. Kirkpatrick's character and abilities has undertaken to qualify himself for this important office. While our brethren to the Northward and Eastward are signalizing their zeal and benevolence in support of an institution for the instruction of the *sourd-muets*, surely the people of Virginia will not regard with indifference, any efforts of benevolent individuals in behalf of such unfortunate children as may be among us.

"The connection between the gentlemen mentioned above, is expected to continue until Mr. Kirkpatrick shall have fully acquired the art. To facilitate the attainment of this object, Mr. Braidwood will immediately receive pupils that may be entrusted to his care, to be instructed, in part, at least, in presence of Mr. K. —Any children that may be sent for this purpose, will be boarded in the family of this Reverend gentleman, where, the writer of this is well assured, they will receive all the kind attentions which humanity and christian benevolence can dictate. As to the terms of boarding, tuition, &c. these gentlemen will, no doubt, speedily publish information.

"Parents of the Deaf and Dumb ! An opportunity

is here afforded of doing the best thing that can be done for your unfortunate children. Benevolent Virginians! If there should be in the neighborhood of any of you, children of the poor, who cannot hear nor speak, you may gratify your benevolence by making contributions for their support and education. The cheapest luxury in the world, is the luxury of doing good. 'It is more blessed to give than to receive.'

"From the last pages of Johnson's 'Journey to the Western Islands of Scotland.' 1773.

"There is one subject of philosophical curiosity to be found in *Edinburgh*, which no other city has to show; a college of the deaf and dumb, who are taught to speak, to read, to write, and to practise arithmetick, by a gentleman, whose name is *Braidwood*. The number which attends him is, I think, about twelve, which he brings together into a little school, and instructs according to their several degrees of proficiency.

"I do not mean to mention the instruction of the deaf as new. Having been first practiced upon the son of a constable of *Spain*, it was afterwards cultivated with much emulation in *England* by *Wallis* and *Holder*. and was lately professed by Mr. *Baker*, who once flattered me with hopes of seeing his method published. How far any former teachers have succeeded, it is not easy to know; the improvement of Mr. *Braidwood's* pupils is wonderful. They not only speak, write, and understand what is written, but if he that speaks looks towards them, and modifies his organs by distinct and full utterance, they know so well what is spoken, that it is an expression scarcely figurative to say they hear with the eye. That any have attained to the power mentioned by *Burnet*, of feeling sounds, by laying a hand on the speaker's mouth, I know not; but I have seen so much, that I can believe more; a single word, or a short sentence, I think, may possibly be so distinguished.

"It will readily be supposed by those that consider this subject, that Mr. *Braidwood's* scholars spell accurately. Orthography is vitiated among such as learn first to speak, and then to write, by the imperfect notions of the relation between letters and vocal utter-

ance; but to those students every character is of equal importance; for letters, are to them, not symbols of names but of things; when they write they do not represent a sound, but delineate a form.

“This school I visited, and found some of the scholars waiting for their master, whom they are said to receive at his entrance with smiling countenances, and sparkling eyes, delighted with the hope of new ideas. One of the young ladies had her slate before her, on which I wrote a question consisting of three figures, to be multiplied by two figures. She looked upon it, and quivering her fingers in a manner which I thought very pretty, but of which I know not whether it was art or play, multiplied the sum regularly in two lines, observing the decimal place, but did not add the two lines together, probably disdaining so easy an operation. I pointed at the place where the sum total should stand, and she noted it with such expedition as seemed to show that she had it only to write.

“‘It was pleasing to see one of the most desperate of human calamities capable of so much help; whatever enlarges hope, will exalt courage; after having seen the deaf taught arithmetick, who would be afraid to cultivate the *Hebrides*?’”

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## APPENDIX O.

LETTER FROM EDWARD HALLAM TO DR. COGSWELL  
(1818, March 10.)

“Richmond March 10, 1818.”

Dear Sir:

Your letter would sooner have been answered, had I possessed the information required. Upon Enquiry I learn (from the most authentic Sources) that the connexion—between Braidwood, and Mr. Kirkpatrick, was dissolved on account of the irregularities of Mr. Braidwood that during the connexion Mr. Kirkpatrick attended particularly to the art of teaching the deaf and dumb to speak or articulate, that he thinks himself in possession of that requisite. But with a View of perfecting himself in those Branches of the art in which

he considers himself deficient it is his purpose to visit the Institution at Hartford: Mr. Kirkpatrick is a native of North Carolina, a Young man probably about thirty, after becoming pious, with a View to his profession, the ministry of the Gospel, he went through the Usual course at Hampden Sydney College, he is a man of great natural abilities, of persevering industry, of extreme warmth of feelings benevolence and Kindness of disposition.—for some time previous to his connexion with Braidwood he kept a School in Manchester, his family consist of a wife and one child:—

I feel much pleasure in saying my family enjoy uninterrupted good health, they beg to be respectfully remembered to You, and family, and friends generally in Hartford. With Sentiments of sincere wishes for your Happiness, I remain yours very Sincerely,  
(Signed) Ed. Hallam."

(Letter addressed to Doc. Mason F. Cogswell, Hartford, Connecticut. Original on file at Yale University Library, New Haven, Conn.)

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## APPENDIX P.

LETTER FROM ASA BACON JR. TO DR. COGSWELL  
(1818, March 9.)

"Litchfield      March 9th, 1818.

Doctr Cogswell  
Dear Sir

Last February Mr. Stiles, a law student in this town, informed me that he had received a letter from his friend in Savanna requesting him to make application for the admission into your Asylum of Marcus Flernoy, a dumb man of Georgia—he is the only son of his father, who is a rich man and his connexions highly respectable.

The letter informed Mr. Stiles that on the 10th of March a gentleman would leave Georgia for Connecticut, and kindly offered to take charge of young Flernoy and requesting to be immediately informed, if he could be received at the Asylum. Mr. Stiles wrote to Mr.



Gallaudet, after which he informed me that if he should not write to Georgia until he should receive Mr. Gallaudet's answer, his letter could not reach there till after the 10th of March, and Flernoy could not embrace the opportunity of coming on. I consulted Mr. Wolcott and other respectable gentlemen of this town who thought there could be no doubt of Mr. Flernoy's reception at the Asylum, and, without waiting for Mr. Gallaudet's answer, I advised Mr. Stiles to write for Flernoy to come on. He wrote accordingly, and the next week received Mr. Gallaudet's letter that Flernoy could not be received. Mr. Stiles immediately wrote a second letter to his friend in Georgia countermanding the first; It may not reach there till Flernoy shall have set out for Connecticut. the gentleman with whom he comes will not return to Georgia, and unless the Asylum can receive him, he may be left a Stranger here, with no friend to guide him back to his Father.

From the notification in the Courant of last week, and under the peculiar circumstances of the case, I cannot but hope that Mr. Flernoy will be admitted into the Asylum should he arrive here

I will thank you to write me by return mail on Wednesday morning. and if Mr. Flernoy can be received please state the terms of admission and any information that may be requisite for his friends to receive—who will expect to pay all his bills as Mr. Stiles informs me.

I am Sir with much respt & esteem your friend  
(Signed) Asa Bacon Junr.

If it should not be convenient to answer this letter by the mail on Wednesday—we have mails from New Haven on Thursday and Saturday—by which if convenient I should be happy to hear from you."

(Letter addressed to Dr. Mason F. Cogswell, Hartford.  
The original is on file at the Yale University Library, New Haven, Conn.)

## RESOLUTIONS RELATING TO SPEECH-TEACHING.

(1868-1900.)

The history of the oral method, in the record of its successive advances toward a larger acceptance and a more general practice, may be read in the resolutions upon the subject adopted by various representative bodies of educators and philanthropists that have, in conventions and congresses and commissions, in this formal manner given expression to their views.

With the purpose to place this history and this record in convenient form for reference and study, we give below, in the chronological order of their passage, all resolutions and expressions bearing upon speech-teaching that have been adopted by authoritative bodies since the question has been an issue before them.

Indebtedness is acknowledged to the volume by Dr. Joseph C. Gordon, entitled "Notes and Observations upon the Education of the Deaf," for much of the record presented. In truth, we can do little more than reproduce the resolutions and declarations as we find them in Dr. Gordon's compilation, including as far as necessary his introductory and explanatory references.

The first formal action upon the subject of speech-teaching, as recorded, was taken by

THE FIRST CONFERENCE OF AMERICAN PRINCIPALS,  
WASHINGTON, MAY, 1868.

The action of the Conference was as follows:

*Resolved*, That the American system of deaf-mute education, as practiced and developed in the institutions of this country for the last fifty years, commends itself by the best of all tests, that of prolonged, careful, and successful experiment, as in a pre-eminent degree adapted to relieve the peculiar misfortune of deaf-mutes *as a class*, and restore them to the blessings of society.

*Resolved*, That in the opinion of this Conference, it is the duty of all institutions for the education of the deaf and dumb to provide adequate means for imparting instruction in articulation and in lip-reading to such of their pupils as may be able to engage with profit in exercises of this nature.

*Resolved*, That while in our judgement it is desirable to give semi-mutes and semi-deaf children every facility for retaining and improving any power of articulate speech which they may possess, it is not profitable, except in very rare cases, to attempt to teach congenital mutes articulation.

*Resolved*, That to attain success in this department of instruction, an added force of instructors will be necessary and this Conference hereby recommends to boards of directors of institutions for the deaf and dumb that speedy measures be taken to provide the funds needed for the prosecution of the work.

The second and fourth of these resolutions were offered by President E. M. Gallaudet, the first and third by Rev. Collins Stone. Two members voted against the first resolution; the remaining resolutions were adopted unanimously.

#### THE FIRST INTERNATIONAL CONGRESS, PARIS, 1878.

This Congress adopted the following by a vote which was almost unanimous:

The Congress after mature deliberation, while retaining natural signs as an auxiliary of instruction, and especially as the earliest means of communication between the teacher and pupil, is of the opinion that the method of articulation accompanied by reading of speech upon the lips, having for its object the more complete restoration of the deaf-mute to society, should be decidedly preferred to all others—a preference which is justified, moreover, by the general usage of this method, more and more, throughout Europe, and even in American.

At the same time, the Congress expresses the opinion that the method recognized by it as generally applicable is not suitable for subjects where intellectual training has been sadly neglected or is completely wanting. It would apply to these the method of instruction by signs common to all deaf-mutes which permits in whatever degree may be possible, a rapid development of the faculties.

#### THE SECOND INTERNATIONAL CONGRESS, MILAN, 1880.

There were present at the Milan Congress 164 active members: 87 from Italy, 56 from France, 8 from England, 5 from the United States, 3 from Germany, 1 from Belgium, and 1 from Switzerland. After three days of discussion the Congress adopted the resolutions given below by a vote of 160 to 4:

## I.

This Congress, considering the incontestable superiority of speech over signs (1) in restoring the deaf-mute to society and (2) in giving him a more perfect knowledge of language, declares,

That the oral method ought to be preferred to that of signs for the education and instruction of the deaf and dumb.

## II.

This Congress, considering that the simultaneous use of speech and signs has the advantage of injuring speech, lip-reading and precision of ideas, declares,

That the pure oral method ought to be preferred.

\* \* \* \* \*

## IV.

The Congress, considering the results obtained by the numerous inquiries made concerning the deaf of every age and every condition long after they had quitted school, who when questioned upon various subjects, have answered correctly, with sufficient clearness of articulation, and read the lips of their questioners with the greatest facility, declares:

1. That deaf-mutes taught by the pure oral method do not forget after leaving school the knowledge which they have acquired there, but rather increase it by conversation and reading, which have been made easier for them.

2. That in their conversation with speaking persons they make use of speech exclusively.

3. That speech and lip-reading, so far from being lost, are developed by practice.

\* \* \* \* \*

## VIII.

The Congress, considering that the introduction of the pure oral method in institutions where it is not yet employed should be—to avoid the certainty of failure—prudent, gradual, and progressive, recommends:

1. That the new pupils should form a class by themselves, in which the instruction should be given by speech.

2. That these pupils should be entirely separated from others too far advanced to be instructed by speech, and whose education will be completed by signs.

3. That each year a new speaking-class be established until all the old pupils taught by signs have finished their education.

## THE THIRD INTERNATIONAL CONGRESS, BRUSSELS, 1883.

This was the largest of the international Conventions, numbering some two hundred and fifty members. No full or official report of the proceedings of the Congress is available. The following statement is taken from the *London Times*:

The most remarkable feature of the Congress was that, after the lapse of three years, and in a more widely representative gathering, the decision of the Congress held at Milan in 1880 in favor of the pure oral system, was accepted and acquiesced in as final, and thus practically confirmed with perfect unanimity.

ACTION OF THE THIRD CONVENTION OF ARTICULATION  
TEACHERS OF THE DEAF, NEW YORK, 1884.

The third Convention of Articulation Teachers was held June 25-28, 1884, in the Institution for Improved Instruction of Deaf-Mutes, Lexington Avenue, New York. More than 200 members were enrolled. The following resolutions, offered by Professor J. C. Gordon and seconded by President E. M. Gallaudet, were adopted by the Convention:

*Resolved*, That the Convention of American Instructors of the Deaf and Dumb be requested to organize a section of the Convention for the promotion of articulation teaching.

*Resolved*, That this request be transmitted to the Executive Committee of the Convention.

FRENCH CONVENTION OF 1884.

This Convention was held in Paris, in September, 1884, and a synopsis of its proceedings was published by Mr. M. Dupont, of the National Institution at Paris, in 1885.

"The teachers present were unanimous in their support of the oral method of instruction."

SCANDINAVIAN CONVENTION OF 1885.

This Convention, held in Christiania in July, 1885, included teachers from Sweden, Norway, Denmark, and Finland.

"A resolution in favor of the oral method was adopted by a vote of 70 to 44."

FRENCH CONVENTION OF 1885.

This Convention was held August 4-6, 1885, in Paris. The following is a summary of the action of the Convention upon the principal subjects presented for consideration:

The Convention, considering that the pure oral method, after having been admitted in principle at the Milan Congress, has been practiced in fact for four years in most of the French institutions, recommends, in order to insure and develop unity, (1) the preparation of programmes of instruction based upon the results obtained during the normal course of study, both with respect to the average of intelligent children and the average of those of mediocre capacity, or having a limited number of

years to pass in school; (2) the preparation of elementary works developing, with precision and adaptation to the instruction of deaf-mutes, the subjects of these programmes; (3) visits of instructors from institution to institution during the school term; (4) the establishment of normal courses; \* \* \* (9) the formation in existing schools of special classes for backward pupils (*arrieres*), for whose instruction no absolute method shall be imposed; (10) a diminution of the numbers of the large schools; (11) the separation of pupils taught by signs from the others; (12) rigorous application of the pure oral method; (13) strict watch of the pupils, (to prevent the use of signs,) and constant practice in such speech as they already possess.

#### THE CALIFORNIA CONVENTION, 1886.

The American Instructors of the Deaf, in convention at Berkeley, California, in July, 1886, and representing all methods of instruction, adopted the following resolutions, which were offered by President E. M. Gallaudet, by a unanimous vote:

Whereas, the experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical conditions, and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals: it is, therefore,

*Resolved*, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, and works at the same time harmoniously, aiming at the attainment of an object common to all.

*Resolved*, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor.

#### THE ROYAL COMMISSION OF THE UNITED KINGDOM, LONDON, 1886-'88.

This Commission sitting in London, after prolonged and thorough investigation of all questions of public interest relating to the blind, the deaf, etc., adopted the following recommendation in regard to the method of instructing the deaf:

That every child who is deaf should have full opportunity of being educated on the pure oral system. In all schools which receive Government grants, whether conducted on the oral, sign and manual, or combined systems, all children should be for the first year at least, instructed on the oral system, and after the first year they should be taught to speak and lip-read on the pure oral system, unless they are physically or mentally disqualified, in which case, with the consent of the

parents, they should be either removed from the oral department of the school or taught elsewhere on the sign and manual system.

THE NEW YORK CONVENTION OF 1890.

The Twelfth Convention of American Instructors of the Deaf assembled in New York, at the Washington Heights School, in 1890. The resolutions of the Third Convention of Articulation Teachers were received and considered. The resolutions being after prolonged and full discussion, referred to the Committee on Business, this committee through its chairman, Mr. C. W. Ely, reported the following preamble and resolution, which were adopted by the Convention:

Whereas, at the last Convention of Articulation Teachers of the Deaf, a resolution was adopted looking to the formation of a section of the [Convention of] American Instructors of the Deaf, "for the promotion of Articulation Teaching : " therefore, be it

*Resolved*, That the oral teachers of this Convention be invited to form a section for the purpose indicated, to be organized under its own officers, the hours of meeting to be determined by the appropriate committee of the Convention, and to be so ordered as to harmonize with the general meetings and with the Normal section.

The section thus authorized was subsequently organized, and an executive committee was appointed with the formal approval of the Convention.

THE FOURTH INTERNATIONAL CONGRESS PARIS, 1900.

This Congress was made up of two Sections meeting separately, one Section being composed of hearing persons, the other Section of deaf persons. The Section of hearing persons passed the following declaration reaffirming the conclusions of the Milan Congress:

\* \* \* \* \*

3. The Congress, considering the incontestable superiority of speech over signs for restoring the deaf-mute to society, and for giving him a more perfect knowledge of language declares:

That it maintains the conclusions of the Milan Congress, and expresses the wish, (1) That instructors and professors of deaf-mutes should direct their efforts towards the preparation of text-books and teaching material necessary for the instruction of deaf-mutes; (2) That the books and material thus produced in one school should be offered to the others at cost price.

\* \* \* \* \*

The Section of deaf persons also took action upon the subject of methods. We have at hand no official record of this

action. It is understood, however, that the Section passed a resolution commendatory of varied methods—recommending that all deaf children should be taught speech upon entering school; that such teaching should be continued with all who succeed in it; and when it is not successful, pupils should be taught by signs.

THE CONGRESS OF CHARITIES AND BENEVOLENCE, PARIS, 1900.

This Congress meeting in connection with the Paris Exposition, delivered, in Section B, the following expression:

\* \* \* \* \*

The Section expresses the wish: That in the next Congress the following questions relating to deaf-mutes be included in the order of the day: Should oral teaching, the superiority of which has been recognized, be substituted in an absolute manner for teaching by signs? Would it not be advisable to make a selection of children whose faculties are not sufficiently developed to enable them to profit by oral instruction?



## DISCOVERY OF AN EARLY INSTANCE OF INSTRUCTION OF A DEAF-MUTE IN AMERICA.

The October number of the *American Historical Review*, (Providence, R. I.,) contains a paper by Prof. J. Franklin Jameson, of the chair of history, Brown University, that possesses especial interest for teachers and friends generally of the deaf in that it gives an authentic record of an instance of the instruction of a deaf-mute in America antedating all other cases now known. The paper is, in its greater part, a reprint of an old diary—the diary of one John Harrower, of Virginia, a teacher, a Scotchman, an indentured servant!—and the entries that give us our record, refer to a deaf boy who was taken by Harrower into his school and taught by him for a time as one of his pupils. The diary covers the period between 1773 and 1776, and gives a succinct account of the writer's life, with its routine and daily happenings, during that time, including a number of entries referring directly to the "deaf and dum" lad, a pupil in his school.

The circumstances that brought Harrower to America are in themselves most interesting, and their narration not only reveals the character of the man and his abilities, but gives, in addition, a rare view of the manner of life of that large class of emigrants to America in the early day known as indentured servants. Space permits only the briefest review of the narrative, and the quoting of a few of the entries from the diary.

John Harrower was, as it seems, a native of Lerwick in Shetland. There is little known of his early life, though Masonic records show that he was at one time a merchant. It is evident that he was not prosperous, and the diary shows that he was compelled to leave his home and family in "search of business." The first extract from his diary refers to his departure from home and to his financial circumstances thus:

"*Munday, 6th Decr 1773.* This morning I left my house and family at 4 O'Clock in order to travel in search of business and immediatly went on board a sloop ready to saile for Leith, Oconachie Mr and at 5 O'Clock he sailed Accordingly with the wind at N. At this time I am Master of no more Cash but 8½d and stockins &c. to the amount of £3 str or thereabout, a small value indeed to travel with.

Following entries show that Harrower disembarked at Montrose, and walked thence to Dundee, where he remained some days. He was evidently searching for work all the time, as the following reveals:

"*Tuesday, 28th.* Wind at E. fine weather. this day I once thought of engaging with the Mr of the Elizabeth Brigantine bound for North Carolina but the thoughts of being so far from my family prevented me."

Thus, it would seem, at this time Harrower had no plan on purpose to come to America. The diary shows that he proceeded by vessel to Newcastle, later to Portsmouth where he "vainly sought passage to Holland," and, finally, on foot to London. All efforts to secure employment proved fruitless; and he made one or two that would have brought him to America had they been successful, as the following extract shows:

"*Freiday, [Jan.] 21st, [1774].* This morning I seed an advertisement for Bookkeepers and Clerks to go to a Gentlemen [at] Philadelphia. I went as it directed to No 1 in Catharine Court princes street, but when I came there I was told they were served. I then waited again on Capt. Perry untill after 3 pm But to no purpose. I this day offered to go steward of a ship bound to Maryland but could not get the birth. This day I was 3 or 4 miles through London and seed St. Paul's Church, the Bank of England where I seed the gold lying in heaps, I also seed Summerst house, Gild hall, Drury Lane, Covingarden, Adelphus Buildings and several other plectes. I then returnd and near my lodgings I dinned at an eating house and hade 4d. worth of roast Beiff 1d. worth of bread and a poynt of small beer, in all 5½d."

Following days were spent by Harrower in diligent search of employment—as he says, "doing all I cou'd to get into business of some kind near home but all to no effect." The day following the entry containing this dismal plaint, he made the arrangement that brought him to America, the terms of which the following extract from the diary sets forth:

"*Wednesday, 26th.* This day I being reduced to the last shilling I hade was obliged to engage to go to Virginia for four years as a school-master for Bedd, Board, washing and five pound during the whole time. I have also wrote my wife this day a particular Accot. of every thing that has happned to me since I left her untill this date; At 3 pm this day I

went on board the Snow Planter Capt. Bowers Comr. for Virginia now lying at Ratliff Cross, and immediatly as I came Onbd. I recd. my Hammock and Bedding. at 4 pm came Alexr. Steuart onbd. the same Ship. he was Simbisters Servt. and had only left Zetland about three weeks before me. we were a good deall surprised to meet wt. on another in this place."

That Harrower came to America as an indentured servant is clearly stated in entries made subsequently to the above:

"*Sunday, [Feb.] 6th.* At 7 AM got under way with a fair wind and clear wr. and at 11 AM came to an anchor off Gravesend and immediatly the Mercht. came onboard and a Doctor and clerk with him and while the Clerk was filling up the Indentures the doctor search'd every servt. to see that they were sound when . . . . seventy five were Intend [indentured] to Capt. Bowres for four Years."

"*Munday, 7th.* This forenoon employed in getting in provisions and water. at 4 pm put a servant ashore extreemly bade in a fever, and then got under sail for Virginia with seventy Servants on board all indented to serve four years there at their differint Occoupations myself being one of the Number and Indented for a Clerk and Bookeeper, But when I arrived there I cou'd get no such birth as will appear in the place [referring to a later entry in the diary.] At pm we came to an anchor at the nore it blowing and snowing verry hard."

A voyage of three months brought the ship across the Atlantic to the "entry of the Rappahannock river," up which it sailed coming to anchor finally oppoite the "Town of Fredericksburgh," in Virginia. Harrower remained on board the vessel some two weeks before arrangements were completed whereby he should be "settled" in accordance with the terms of his indenture. Entries made during these days of waiting show the progress of negotiations:

"*Munday, [May] 16th.* This day severalls came onbd. to purchase servts. Indentures and among them there was two Soul drivers. they are men who make it their business to go onbd. all ships who have in either Servants or Convicts and buy sometimes the whole and sometimes a parcell of them as they can agree, and then they drive them through the Country like a parcell of Sheep untill they can sell them to advantage, but all went away without buying any."

"*Tuesday, 17th.* This day Mr. Anderson the Mercht. sent for me into the [cabin] and verry genteely told me that on my recommendations he would do his outmost to get me settled as a Clerk or bookeeper if not as a schoolmaster which last he told me he thought wou'd turn out more to my advantage upon being settled in a good famely."

"*Munday, 23d.* This morning a great number of Gentlemen and Ladies driving into Town it being an annuall Fair day and tomorrow the day of the Horse races. at 11 AM Mr. Anderson begged [me] to settle as a schoolmaster with a friend of his one Colonel Daingerfield and told me he was to be in Town tomorrow, or perhaps tonight, and how soon he came he shou'd aquant me. at same time all the rest of the servants were ordred ashore to a tent at Fredericksbg. and severall of their

Indentures were then sold. about 4 pm I was brought to Colonel Daingerfield, when we immediately agreed and my Indenture for four years was then delivered him and he was to send for me the next day. at same time ordered to get all my dirty Cloaths of every kind washed at his expense in Toun; at night he sent me five shillings onbd. by Capt. Bowers to keep my pocket."

"*Tuesday, 24th.* This morning I left the Ship at 6AM having been sixteen weeks and six days on board her. . . ."

"*Thursday, 26th.* This day at noon the Colonel sent a Black with a couple of Horses for me and soon after I set out on Horseback and arrived at his seat of Belvidera about 3 pm and after I had dined the Colonel took me to a neat little house at the upper end of an Avenue of planting at 500 yds. from the Main house, where I was to keep the school, and Lodge myself in it.

"This place is very pleasantly situated on the Banks of the River Rappahannock about seven miles below the Toun of Fredericksburgh and the school's right above the Warff so that I can stand in the door and pitch a stone onboard of any ship or Boat going up or coming down the river."

Harrower thus "settled," started his school with three children of Colonel Daingerfield as a nucleus, and with school hours "from 6 to 8 in the morning, in the forenoon from 9 to 12 and from 3 to 6 in the afternoon." Additional pupils were received from day to day, as the diary entries show, until there were ten or twelve in the school. The following entry relating to the "deaf and dum" pupil, and dated about a month after the opening of the school, is the first mention made of the boy:

"*Tuesday, [June] 21st.* This day Mr. Samuel Edge Planter came to me and begged me to take a son of his to school who was both deaf and dum, and I consented to try what I cou'd do with him."

Other entries made at this period show the boy, John Edge, as a regular attendant upon the school, but unfortunately they suggest nothing of the method of teaching that Harrower employed. These entries, of dates in June and July, are here given:

"*Thursday, 23d.* This day entred to school John Edge son to the above named Mr. Sam: Edge. he is a lad about 14 years of age and is both deaf and dum."

"*Sunday, 26th.* After Breakfast I took a walk 3 Miles to Mr. Edge's, the dum lad's fathers where I dined and drank some grogg and returned home in the afternoon. at night I had a small Congregation of Negroes, learning their Catechisim and hearing me read to them."

"*Tuesday, [July] 19th.* On Freiday 15th. Inst. John Edge the Dumb lad left the school at 6 pm and has not returned since."

"*Munday, 25th.* Nothing remarkable. Jno. Edge returnd. to school."

Harrower not only noted in his diary important or interesting incidents in his daily life, but he followed the practice it

seems of copying into it all letters that he wrote, thus greatly adding to the fulness of the diary and hence to its value for the purposes of the historian. In a letter to his wife—still at Lerwick, Shetland—dated “14th June 1774,” Harrower pictures the situation at “Belvidera,” and, as the picture includes himself in all his simplicity of character and earnestness of purpose, it is worth quoting, at least in part:

“I am now settled with on Colonel Wm. Dangerfield Esqr. of Belvidera, on the Banks of the River Rappahannock about 160 miles from the Capes or sea mouth, and seven Miles below the Town of Fredericksburgh. My business is to teach his Children to read write and figure. Edwin his oldest son about 8 years of [age] Bathurst his second 6 years of age and William his youngest son 4 years of age. He has also a daughter whose name is Hannah Basset. I came to this place on Thursday 26th May and next morning I received his three sons into my charge to teach, the two youngest boys I got in A: B: C. and the oldest just begun to syllab and I have now the two youngest spelling and the oldest reading. I am obliged to teach in the English method which was a little aquard to me at first but now quite easy. I am also obliged to talk english the best I can, for Lady Dangerfield speacks nothing but high english, and the Colonel hade his Education in England and is a verry smart Man. As to my agreement it is as follows Vizt. I am obliged to continue with Col. Dangerfield for four years if he insists on it, and for teaching his own children I have Bed, Board, washing and all kind of Cloaths during the above time, and for what schoolars I can get more than his Children I have five shillings currency per Quarter for each of them which is equal to four shillings sterling, and I expect ten or twelve to school next week, for after I hade been here eight days and my abilities and my behavior sufficiently tried, the Colonel rode through the neighbouring Gentlemen and Planters in order to procure scollars for me, so that I hope in a short time to make something of it. And as I have no Ocasion to spend a farthing on myself every shillg. I make shall be carefully remitted you, for your support and my Dear Infants.”

In another letter to his wife dated “6th. Dec. 1774,” Harrower makes a reference to his “Deaf and Dumb” pupil, which gives us our first and only suggestion as to the boy’s ability. He also states the amount of the tuition charged for the instruction of the deaf boy as “ten shillings per Quarter,” which, as it appears from other entries, was just double the regular fee. This portion of the letter is here reproduced:

“I have as yet only ten scollars One of which is both Deaff and Dumb and his Father pays me ten shilling per Quarter for him he has been now five Mos. with [me] and I have brought him tolerably well and understands it so far, that he can write mostly for anything he wants and understands the value of every figure and can work single addition a little. he is about fourteen years of age.”

The progress made by the boy in the short space of five months would indicate that he was a bright pupil, and that Harrower must have given him considerable of his time and attention; but the record leaves us quite in the dark as to the method employed in teaching. The fact that Harrower emphasizes his pupil's ability to *write*—using the words, “he can write mostly for anything he wants”—would indicate that the boy did not use speech, else that fact would have had mention. It would seem a fair inference, from the meagre evidence presented, that the method employed was a silent one,—that it was largely, if not wholly, a writing method.

No further entries in the diary refer directly to the deaf boy, so it can not be made known just how long his instruction continued. A foot-note, however, by Prof. Jameson suggests that instruction ceased about the time the above quoted letter was written. This foot-note reads, “The entries under March 18 and May 20, 1775, seem to indicate that the experiment did not proceed beyond the date of this letter.” Turning forward in the diary to the date “March 18,” we find this significant entry:

“*Saturday, March 18th, [1775].* Last night a verry keen frost so that all the fruit that is blossom'd is in danger of being killed by it. Same day I wrote Mr. Samuel Edge the following letter Vizt.  
Sir

When I hade the pleasure of seeing [you] on the 4th. Feby. last at your howse you then told me you was to be in Town the week after, and proposed calling here in your way home, in order to pay me the twenty shillings as agreed on; but since have heard nothing from you. Nothing but the real necessity for some books (which I greatly want) Oblidges me now to trouble you with this, hopping if it is any ways convenient tor you, that you will send the cash per the bearer (and if required) how soon time will permit me to see you shall give you an ample discharge. My compliments to yourself Mrs. Edge and Miss Sally and am &ca.”

The boy could scarcely have been in school at the time this dunning letter was sent, as the “twenty shillings as agreed on,” and owing, had been—according to another diary entry given below—due “since the 25th Nov. 1774,” and obviously due on account of the two quarters ending at that date. Were the boy still in school, or had he been in attendance any part of the third quarter, another payment of ten shillings would at the date of the letter have been due, and Harrower would undoubtedly have made reference to it. The entry of date “May 20”—two months

later—is another dun for the “twenty shillings,” and the fact that the amount of the bill remains unchanged confirms the theory that the boy’s instruction continued only through two quarters. The following is the entry, and it is the last one in the diary in any way relating to the deaf boy:

“*Saturday, 20th.* This day I wrote the following letter to Saml. Edge for Twenty shillings that has been due me since the 25th Novr. 1774.

“Mr. Samuel Edge

“Sir—I wrote you 18th March last requesting you then to send me per the Bearer then sent, the twenty shillings you are indebted to me, which money you promised to have paid a Month before that time. Notwithstanding of which I have neither seen nor heard from you since, which to me appear some what Strange.

“On Saturday last I was informed you intended to send me a wild Goose hunting by giving me a Draught on another. But if any one is owing you I do not chuse to demand the debt; Therefore I hereby aquant you that I will not accept a draught upon none; Therefore I am hopeful you will now send the money by the bearer hereof as I really have pressing occasion for it and cannot be longer without it having neither stock nor store here to receive money with to purchase what I really cannot be without. your compliance to the above will greatly oblige and wherein I can serve you may freely command Sir yours &ca.

“Signed J H

“Addressed To Mr. Samuel Edge, Overseer.”

It would be interesting to know if this final appeal brought “Mr. Samuel Edge, Overseer,” to the point of payment of this most just account. But it would be even more interesting to know of the subsequent career of the “deaf and dum” boy, John Edge—if he grew up without further instruction, or if some other teacher took him in charge, and, without making record of his good deeds in diary form, gave the boy an education such as he seemed well capable of receiving. It would of course be of further interest to know of the manhood of John Edge, if he was a person of any standing in the community in which he resided, if he had a family, and if there are descendants near the old home or elsewhere. This chapter of history will scarcely be complete until these points have been traced up, and it may be hoped that investigations will be set on foot to give us in time something further of the story.

### ANNA CAROLINE ALLEN.

Anna C. Allen, daughter of the late Norman J. and Sarah Martin Allen, died at her summer home in North Ferrisburgh, Vt., August 22d, after an illness of seven weeks, her death coming as a crushing blow to a large circle of friends.

Miss Allen was graduated from Ripley Female College with the degree of A. B. For several years she taught a select school in North Ferrisburgh. In 1882, she went to Europe, and traveled extensively in company with brilliant and scholarly friends, her previous study and reading enabling her to profit by and enjoy this opportunity for broader cultivation in history and art.

In 1883, Miss Allen entered the Portland Day School for the Deaf, where, although coming to the work without previous training in this special branch of teaching, she early showed remarkable adaptability and efficiency. From Portland, Miss Allen went to Louisville as instructor to a private pupil. She then entered Mr. Paul Binner's normal class for teachers of the deaf, and after the year's course, occupied a position for four years as teacher in the Milwaukee Day School for the Deaf. For four years Miss Allen was in charge of the oral classes in the North Carolina Institution, at the same time training teachers for the work. Miss Allen's last field of labor was in the Missouri School, to which she was called three years ago as principal of the oral department. Here also Miss Allen conducted a normal class. For this work she was peculiarly well-fitted, and those who had the benefit of her instruction and influence may well be grateful to her memory.

In Miss Allen's death the profession suffers an irreparable loss. She was a woman of great executive ability and unsparing energy. With a high standard of duty to which she held herself with a rare fidelity and a strong sense of the importance of employing her highest mental and spiritual faculties in her arduous





ANNA CAROLINE ALLEN.



calling, Miss Allen carried to her work all the ardor and faithfulness of a noble, womanly nature, and a mind enriched by the cultivation of wide experience, and enlivened by a rare strain of originality. Her quick wit flashed into many an otherwise dull hour, brightening the sky of the teacher's oft-times weary life. No one can forget the readiness with which she responded to any touch of humor, nor the marvellous quickness of repartee which made her so delightful a companion.

A most noticeable and lovable characteristic of Miss Allen was her generous recognition of superiority in others, and the readiness with which she gave expression to her appreciation bore witness to the nobility of a nature far above all petty self-consideration. A devoted teacher, a loyal friend, upon the world, which she made glad by her presence, a great shadow has fallen.

MARY H. TRUE.

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Miss Allen was an active and enthusiastic member of the American Association to Promote the Teaching of Speech to the Deaf, and presented papers at two of its summer meetings upon eminently practical subjects. She impressed those who met her at the meetings of the Association as a person of quick intelligence and of a nature frank, sympathetic, and earnest to an extreme degree. An associate in the Missouri School, in which Miss Allen did her last work, thus writes of her in the school paper:

"In the death of Miss Allen the school has suffered a great loss, and her absence will be most keenly felt by all with whom she was associated. She was a woman of charming personality and high intellectual attainments and ever gave to the cause to which she was devoted the best of a culture obtained through education, travel and a love for all that was good in literature. \* \* \* \* \*

"Miss Allen was a woman of fine executive ability, and under her wise management and careful guidance the foundations for future oral work were well laid, and whatever of good may

be hereafter accomplished in the department will be due largely to her successful efforts.

"Miss Allen was one of the foremost oral teachers of the country and her loss will be deeply felt, not alone by the teachers with whom she was associated, but by all who have at heart the best interests of the deaf. She loved her work and her influence for good was far-reaching. In addition to her school duties Miss Allen devoted much time and thought to the training of teachers. For this work her long experience in the classroom as a successful teacher, and her rare qualities of mind and heart gave her peculiar fitness. The students who had the privilege of her instruction went out well qualified to undertake the work of teaching the deaf.

"In her daily Christian living Miss Allen commanded the respect of all, and her bright genial nature made for her a large circle of friends whose hearts go out in sympathy to those of her home who are left to mourn her loss."

## REVIEWS.

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### **Annual Report of the New York Institution for the Instruction of the Deaf and Dumb ; 1899.**

The eighty-first annual report of the New York Institution at Washington Heights, is a profusely illustrated and well printed volume of 128 pages. Following the practice in previous reports, some fifty pages are given to reports of examination committees in which are given the markings of the pupils, in groups by classes, in each branch of study pursued, showing also the average and rank attained by each pupil in the class to which he belongs. Each class it seems is examined by a committee of two teachers, neither of whom is the teacher of the class. Printed questions and exercises covering the work gone over during the term are prepared and given the pupils on the day of examination, and the answers to the questions are the basis of marking and grading by the examining committees. The pupils' averages indicate that the examinations given were searching and that the markings were strict and close, thus making them of largest value for purposes of stimulus and as an aid in grading.

The President of the Institution, Mr. Enoch L. Faucher, in a brief introduction to the report, makes a number of important recommendations to the state legislature as follows:

I. The increase of State scholarships for pupils to \$300 per annum for each pupil.

II. A compulsory education law for deaf children, which shall also prevent parents from taking their children away before the end of the full term authorized by law.

III. An amendment to the existing laws, which shall make a residence of one year in the State, instead of three, sufficient for the admission of pupils to State scholarships.

IV. An amendment to existing laws, whereby the education of the deaf shall be wholly provided for by the State, instead of

by the Counties from the age of five to twelve years, and by the State after that age, so that the State Superintendent of Public Instruction *only* shall have the appointment and supervision of all deaf children of school age resident in the State.

The report of the Principal, Mr. Enoch H. Currier, gives the number of pupils in attendance during the year as 466, of whom 301 were males and 165 females, showing it may be remarked an unusually large preponderance of males. Of the 466 pupils, 168 were born deaf, 106 became deaf under the age of two years, 140 became deaf at the age of two and before the age of five, 51 became deaf between the ages of five and twelve, and 1 after attaining the age of twelve. The causes of deafness are reported by the parents, as follows: scarlet fever, 53; cerebro-spinal meningitis, 44; brain trouble, 47; falls, 42; measles, 23; typhoid fever, 17; convulsions, 15; fevers, various, 12; catarrh, 11; diphtheria, 9; scrofula, 7; pneumonia, 7; croup and colds, 4; whooping cough, 8; cramps, 8; mumps, 3; fright, 3; and from causes unknown, 153. The system of instruction as pursued in the school is outlined by the Principal as follows;

"To provide for the satisfactory education of pupils whose mental condition presents so great variety of form, would seem to require a broadly eclectic system of instruction, which should at the same time be sufficiently flexible to enable each individual to receive training along the lines that would the soonest reach his perceptive powers, and tend to lead out and strengthen whatever mentality he might possess. This is the premise from which the present methods used in this Institution have been evolved, and, hence, every known plan, device or artifice, is employed.

"No single system has been here employed because it was *the* system. Any system, however far from the popular it may be, that is found to produce practical results, has been used. The proper test of the value of the work of a school is not in the magnificent percentages, shown by a single examination along a single line of study, nor how well the English language may be used or understood at the demand of the teacher; but, the practical test is obtained ten years after graduation, by the respect with which the deaf-mute is regarded in the community in which he dwells, and the success he has attained in providing maintenance and support. Hence, when, out of a total of 3,790 of those who have been educated here, less than 100 have been

found to be unable to successfully care for themselves after graduation, it would seem to warrant the assertion that an eclectic, rather than a single, confined, system is desirable.

"To instruct the 466 pupils in attendance during the year, 44 teachers, including the principal, have been employed, 30 being engaged in classrooms and 14 in the trades schools. The advanced school department had 34 classes, divided into divisions, and the kindergarten 10 classes. By this plan, the advanced pupils have been enabled to spend half the day in school and half the day in trades school, and thus afforded an equal opportunity for the development of the mind and the hand.

"Supplementing this, physical training has been given in the gymnasium, by regular and systematic exercises, for the correction of defects in body formation, and the military drill for inculcating a unity of action, coupled with a ready and cheerful obedience to a controlling mind.

"As an incentive to effort, prizes are given at the close of the school year for proficiency in the various lines of study and occupation. Nothing, in fact, is left undone to induce the students to make earnest endeavor to develop well-rounded, symmetrical characters."

The illustrative apparatus, library privileges, and lecture courses employed and aiding in the general work of the school, are thus referred to:

"As potent factors to encourage individual investigation and research, we have a museum of illustrative apparatus, a library of 7,634 volumes and 16,172 pamphlets, supplemented by twenty-three shares in the Mercantile Library Association, and by advantages afforded by the Washington Heights Free Library, which is located convenient to the Institution. In connection with these factors of stimulation of the reading habit among the pupils, it is proper to call your attention to the important service rendered by our Fanwood Literary Association, in affording opportunity for the public presentation of what has been read by the pupils. Each class of the school represented in this Literary Association is called upon one or more times throughout the year for public readings, and is also required to furnish representatives for open debate. In this way there have been given, by the pupils, eighteen readings, four declamations, four debates, and three entertainments of a dramatic character. The program for the past year included also, a specially arranged series of lectures, given by the Principal and professors, dealing more particularly with the war between the United States and Spain. The subjects

were presented in the following order:—"Rise and Decadence of the Spanish Empire;" "Causes of the Spanish-American War;" "Cuba: its People, Products, and Government;" "The Organization of the Army of the United States;" "The United States Navy;" "The Destruction of the Battleship Maine;" "The Philippine Islands, and the Naval Engagement of Manila Bay;" "The Destruction of Cervera's Fleet;" "The Puerto Rico Campaign;" "The Peace Commission;" "Harvey Prindle Peet, LL.D.;" "Thomas Hopkins Gallaudet, D.D.;" and two readings, "Cyrano De Bergerac," and "Richelieu."

For the very young children of the school a course of kindergartening and kitchengardening has been arranged, a complete outline of which is presented.

The Principal makes the following interesting reference to the several deaf-blind pupils now under instruction in the school:

"Considerable attention has of late been paid to the deaf-blind by Mr. William Wade, of Oakmont, Pa., who has already found seventy cases in the United States, and who has in many ways endeavored to extend to them facilities for mental cultivation and advancement. Seven of this number have been or are at present pupils in this Institution. There are, at this time, three of these pupils of this class within the Institution—Stanley Robinson, Orris Benson, and Katie McGirr. Robinson has completed the full course of study, and is now devoting his entire time to learning a trade, by means of which he will be able to support himself after leaving the Institution. Benson devotes a portion of each school day to manual training, which includes clay-modelling, wood-carving, and chair-caning, but the greater part of his time is spent in class-room work. This system will be continued until he shall have completed the prescribed course of study. Katie McGirr spends her entire school day in the class-room.

"Contrary to the generally accepted belief, these pupils have not been confined to a single form of print for the blind. They were first introduced to the Moon Alphabet, which is the simplest in individual characters; this was followed by English Braille, American Braille, and New York Point, all of these systems being used interchangeably and without occasioning either perplexity or confusion, theories of expert educators of the blind to the contrary notwithstanding. By means of specially constructed typewriters, lessons and communications may be prepared in these alphabets, and in this way for the deaf-blind darkness becomes light."

Regarding the akuolalion which is being tested in the New



York Institution to determine its practical utility in the work of teaching the deaf, Mr. Currier says:

"An improved instrument, an aid to hearing, has been tried at this Institution since May last. It is an invention of Mr. R. Hutchinson, of Mobile, Ala., an electrical expert, and combines the telephonic and microphonic principles. Appreciation of sound by those most profoundly deaf has been secured by its use. The practical value of the invention, however, remains to be proven. Perception of sound and intelligent hearing are not one and the same, and it will therefore be evident that a systematic course of ear culture will be necessary to secure that condition which is termed hearing."

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#### **Report of the Rhode Island School for the Deaf, 1900.**

The Principal, Miss Laura DeL. Richards, reports an enrollment of 75 pupils during the year 1899, with 61 in attendance at the date of writing. Upon the regular school work, she reports as follows:

The class work has varied but little from former years. The 61 pupils are divided into kindergarten, primary, and grammar departments, the classes numbering from five to eleven pupils each.

There are in the kindergarten eleven pupils whose ages range from three to eight years. The admission of so many very young children necessarily entails great care and responsibility on the part of both teachers and attendants; but it is very important to begin the education of these children at an early age.

One must understand the work done here in order to appreciate it. Deaf children usually come to us without any knowledge of language, not even knowing their own names or the names of the most common objects with which they are surrounded. They have no understanding of this life and its responsibilities, and it is our work to awaken their understanding and help them to lead useful and happy lives. Were it not for this school a large majority of them would grow up in utter ignorance; and even now, when the school is so well known, a boy or girl is occasionally brought, sixteen or eighteen years old, who has never attended school and who cannot write, nor does he know the names of anything he sees. There should be a law *compelling every* deaf child in the State to attend school from five years of age until nineteen.

The principle pursued in this school is that the pupils be required to use colloquial English, and this year they are showing a deeper interest and a stronger desire to improve in it.

The libraries have been a source of great assistance and pride to the older pupils, as they are well supplied with numerous books of reference and other books well adapted to their use.

The manual training of the school includes sloyd work, with cardboard sloyd as an elementary course. Printing is also taught to the boys and girls, and sewing on Saturday mornings to the girls.

An Appendix gives a tabular report of the pupils, stating details in each case as to age, cause of deafness, etc. Of the 75 pupils in attendance during the year, 42 were congenitally deaf or deaf before the age of two, 16 became deaf between the ages of two and four, and 17 lost hearing after the age of four.

The course of study as pursued in the school is given in some detail. It provides for four grades or courses: Kindergarten; Primary; Intermediate; and Higher. The Report is well printed and is illustrated with excellent views of the school and its departments.

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### **Course of Instruction for the School and Shops, and Manual for the Teachers, Ohio Institution, Columbus.**

This is probably the most comprehensive work of the kind that has appeared in print. It will be recognized as a revision and enlargement of the "Course of Instruction" published by the Ohio School some years ago, a work by the way, which the writer found most helpful in preparing a similar outline for intermediate grades. In its plan and detail the present "Course" would seem to be all that could be desired, even by the most inexperienced teacher, as a sign-board—or as a series of sign-boards—in the work of instruction. It is carefully graded by years and terms with the work of each term definitely indicated, and with principles and difficulties introduced in an order that the experience of the compiler has taught as the best to insure their easy and rapid mastery.

The literary course covers twelve years and it carries the pupil who completes it from the first word learned through to the study of American and English History, Physiology, Physi-

cal Geography, Natural Philosophy, English Grammar, Latin, Arithmetic, and Algebra.

A complete course in "Manners and Morals" is a most commendable feature of the work. This course is carried through the twelve years and it gives fully and in detail the work to be done by the teacher in training her pupils to proper habits and to correct social observances.

In addition to the literary course, the work contains an "Art Studio Course" of four years, a "Course in Physical Culture" of five years, and "Courses of Training in the Industries," including printing, shoe-making, tailoring and carpentry, each covering five years, and sewing, six years.

The course of study as thus presented is the joint work of Superintendent Jones and Principal Patterson, and it is certainly work thoroughly and well done; if it should be productive of results in any measure proportional to the labor and thought spent upon it, instruction in the Ohio School can not fail to be much advanced.

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### **Scandinavian Journal for the Education of Deaf-mutes**

(Nordisk Tidskrift for Dofstumskolan), Goteborg, Sweden,

"Report on the inspection of the Swedish Schools for deaf-mutes during the period 1896-1898, I," by John Ostberg. It appears from this report that the total number of deaf-mutes between the ages of 7 and 18, in Sweden, was 1157, 665 males and 492 females, of whom 821 were instructed in the district schools, 70 in private institutions; whilst 65 had finished their education and 201 were not receiving any instruction. "Brief remarks on the article (in number 4 of the journal), by Mr. Nystrom, entitled 'How shall deaf-mutes be instructed?' " by G. Forchammer; "Reality or unreality, a defence of the author's article 'Black board exercises in schools for deaf-mutes' (in the February number of the journal) against the criticism of the same by Mr. Forchammer," by P. Peterson; "Exercises in hearing and their significance, II," by Hjalmar Keller. Correspondence: The 9th course for leaders in games held at Naas, Sweden, June 6-July

17, 1900. The course was participated in by 27 persons, teachers and athletes from Sweden, Finland, Poland, and Russia. Miscellaneous communications.

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**General Review of the Instruction of Deaf-Mutes**, (*Revue generale de l'enseignement des sourds-muets*), Paris, July.

"The Abbe de l' Epee and his work (continuation and conclusion)," by C. Arnaud; "Analysis of the teaching of syntax," by B. Thallon; Engravings: Portrait of the Abbe de l' Epee by a deaf-mute, and a picture of the beautiful statue of the Abbe by Felix Martin, a deaf-mute, erected in the Court of Honor of the National Institution for Deaf-mutes at Paris. Reports from various countries. Bibliography. Review of journals.

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**The Education of Deaf-mutes** (*L'Educazione dee Sordomuti*), Siena, Italy,

The October number of this journal gives the following table of contents:

"The International Congress of Paris," G. Ferreri; "Observations concerning the international Congress of teachers of deaf-mutes held at Paris," C. Perini; "In defence of the pure speech-method," review of an article by Mario Dupont defending the speech method against the attacks made by Mr. Raymond in an article entitled "Questions of methods" in the French "General Reveiw," by G. Morbidi; "The voice of our pupils," by L. P. Tognoli; "The Hamburg Congress," by G. Meucci; "Does the presence of an institution tend to increase the number of deaf-mutes in the city where the institution is located?" V. Grazzi; "Put handles to your jugs!" (referring to an article by that title written about 15 years ago by Mr. De Minims in the "International Review" of Paris; the jugs are the deaf-mutes and they are in reality jugs without handles; the proper methods-handles must be sought after so that the jug may be properly manipulated and filled with knowledge), by P. Farnari; "The teaching of

the conjunctions," by A. Fabbri. Bibliography. Miscellaneous communications. Notes from abroad.

The November number gives the following: "E. M. Gallaudet and his Propaganda. The Paris Congress and the Speech Method," by P. Fornari; "Mr. Gallaudet's Discovery," by G. Ferreri; "The Place of Writing in the Instruction in Language in Schools for Deaf-Mutes," by G. Schlott, (from the German); "A Report," by C. Perini; "Report of the Congress of German Teachers of Deaf-Mutes held at Hamburg, October, 1900," by Dr. Emil Rzesnitzek of Breslau; "The Teaching of Language in the first, second, and third years of the Course of Instruction for Deaf-Mutes," by John Beattie of Belfast. Bibliography.

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#### **American Annals of the Deaf, September and November numbers, 1900.**

The September number of the Annals gives the following table of contents: "The Training of Teachers of the Deaf in the United States," by Edward P. Clarke; "The Life of the Deaf after School," by A. Macdonald Cattell; "The Education of the Deaf-Blind at the New York Institution," by Stanley Robinson; "The Golden Mean," by J. Arendt; "The Positive versus the Negative in Education," by Lucie Leymer; "The Paris Congress of 1900," by E. A. Fay; "Echoes of the Paris Congress of 1900," by Edward M. Gallaudet; "Report of the Editor of the Annals," by the Editor; "An Apology," by the Editor; School Items, by the Editor.

The November table of contents is as follows: "The Cultivation of the Reading Habit and a Taste for History in the Primary Grades," by Anne Page Goggin; "The Eighth Conference of Superintendents and Principals of American Schools for the Deaf," by Augustus Rogers; "Papers and Discussions in the Sub-department for the Deaf and a Business Meeting of Department XVI of the National Educational Association, at Charleston, South Carolina," by John R. Dobyns; "The Normal Course at Gallaudet College," by Edward P. Clarke; "The Growth and De-

velopment of Southern Schools for the Deaf," by John R. Dobyns; "Home as a Kindergarten for an Untaught Deaf Child," by Theodore A. Kiesel; "The Course of Instruction in the Ohio Institution," by James Denison; "The Spiritual Phase of the Education of the Deaf," by Naomi S. Dare; "Notes on Manual and Industrial Training—III," by Warren Robinson; "The Learning of Print by the Deaf-Blind," by William Wade; "The Use of the Microphonograph in the Education of the Deaf," by H. Marichelle; "Asserted Cures of Deafness," by the Editor; School Items, by the Editor.

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**The National Geographic Magazine, November, 1900. Washington, D. C.**

This magazine is published by the National Geographic Society, of which it is the official organ. It is a monthly and is sent free to all members of the society paying dues. To teachers of geography who work outside the books—something all live teachers must do, to keep alive—this magazine is a handbook that would seem almost indispensable. Maintaining its magazine character, it is necessarily up to date—literally up to the hour—upon all matters of geographic progress and interest, and with a corps of contributors who are in most cases specialists upon the subjects of which they treat, it may well be accepted as authoritative in the field which it occupies. The map supplements issued from time to time are an exceedingly valuable feature, being large and full, and accurate to the hour. Among the maps sent out during the past two years have been "Map of Alaska" (28x24 inches), "Map of South Africa" (46 x33 inches), "Map of the Chinese Empire, Japan, and the Russian-Manchurian Railway," "Twelve Maps of the Alaskan Boundary Dispute," and "Map of Cuba." Nearly every article is illustrated by one or more half-tone engravings making realistic described conditions. The following is the table of contents of the November number:

"The Samoan Islands," Edwin V. Morgan; "The Manila Observatory," Rev. José Algné, S. J.; "The Limited Water

Supply of the Arid Region," Frederick H. Newell; "Hurricanes on the Coast of Texas," Gen. A. W. Greeley, U. S. A.; "Africa the Largest Game Preserve in the World," John B. Fourbert.

The annual membership dues, payments of which secures the magazine regularly, are two dollars. Membership is obtained by addressing the Secretary of the National Geographic Society, Washington, D. C.

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**The Origin and Treatment of Stammering.** By George Andrews Lewis, Detroit, Michigan, 1899.

This is a collection of lectures and papers delivered or read by the author before various medical societies and elocutionists' conventions. The following chapter-titles suggest the subject matter of the work and something of its scope: Author's Experience; the Origin of Stammering; Curable and Incurable Forms of Stammering; Child Stammering; Diagnosis and Treatment of Obstinate Cases of Stammering; Helpful Hints and Exercises; Stammering—Practically and Theoretically; Cause and Cure of Speech Defects; Institutional and Home Treatment; Suggestions for Stammerers. The author who is at the head of an institute and school for stammerers, offers to send the book to any person who stammers upon receipt of name and address.

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The following publications have been received and are reserved for future review:

Report of the West Australian Institution, Report of the Mississippi Institution, Report of the Home for the Training in Speech of Deaf Children, Report of the Montana School, Bulletin of Iowa Institutions, Report of the Columbia Institution, Report of the Georgia School, Report of the South Australian Institution.

# PERCENTAGE OF PUPILS TAUGHT SPEECH IN SCHOOLS FOR THE DEAF IN THE UNITED STATES (1884-1900).

In the October REVIEW, (II, 454), attention was called to an error made in the returns of the Austin School (Tex.) published in the REVIEW for June, 1900. The error affects, to a slight degree, the totals and percentages noted in some of the tables. Our readers therefore are requested to turn to the statistical tables published in the REVIEW for June, 1900, and make the following corrections on pages 299, 307, and 309.

Correct the percentage table shown on p. 299 so that it shall read as follows (corrections in line for 1900) :

	A	B	C	1	2	3	4	5	6
1884.....	27.2%								
1885.....	33.5%								
1886.....	30.9%								
1887.....	32.0%								
1888.....	38.8%								
1889.....	39.7%								
1890.....	41.3%								
1891.....	46.0%								
1892.....	49.4%	19.9%							
1893.....	54.0%	24.7%	0.96%						
1894.....	54.4%	25.6%	1.24%						
1895.....	54.9%	27.7%	1.61%						
1896.....	54.9%	28.8%	1.74%						
1897.....	56.4%	35.6%	1.66%						
1898.....	57.4%	36.2%	1.14%						
1899.....	61.8%	40.5%	1.27%	61.4%	53.1%	5.1%	23.7%	14.7%	9.2%
1900.....	*	*	*	64.0%	55.5%	5.4%	25.7%	15.3%	9.2%

\* If the precedent of past years is followed, the Annals statistics for 1900 will be collected in November, 1900, and published in the Annals for January, 1901.

## STATISTICS OF THE ANNALS—PERCENTAGES.

- A. Total Taught Speech.
- B. Taught wholly or chiefly by the Oral Method.
- C. Taught wholly or chiefly by the Auricular Method.

## STATISTICS OF THE REVIEW—PERCENTAGES.

1. Total Taught Speech.
2. Speech *used* as a means of instruction.
3. Speech *not used* as a means of instruction.
4. Taught by Speech and Speech-Reading (*no manual spelling, no sign language.*)
5. Taught by Speech and Speech-Reading and manual spelling (*no sign language.*)
6. Taught by Speech and Speech-Reading and manual spelling and sign language.



# SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1900.

Schools for the Deaf in THE UNITED STATES.	Number of pupils					Summary.	
	Taught by SPEECH and SPEECH-READING.			Taught Speech and Speech-Reading.		Number of pupils taught Speech & Speech-Reading.	
	Total.	No Sign Language. No Sign Spelling.	No Sign Language.	Taught also by MANUAL SPELLING.	Speech NOT Used as a means of instruction.	Returns UNCLASSIFIED.	Speech NOT Used as a means of instruction. Speech Used as a means of instruction. Total.
Correct Table III, p. 307, to read as follows:							
Tex. Austin School (for whites) .....	285			106	4	—	4
Number of pupils in 109 Schools	9786	2757	1643	995	582	430	582
Percentage " " " "	100.0%	28.2%	16.8%	10.2%	5.9%	4.4%	5.9%
							65.5% 59.4% 0.2%
Correct Table V, p. 309, to read as follows:							
Number of pupils in 109 Schools.....	9786	2757	1643	995	582	430	582
Number of pupils in 6 Schools (Table IV)	964	?	?	?	?	477	?
Number of pupils in 115 Schools.....	10750	2757	1643	995	582	907	582
Percentage " " " "	100.0%	25.7%	15.3%	9.2%	5.4%	8.4%	5.4%
							64.0% 55.5% 3.1%

## EDITORIAL.

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**Summer Training** The great and growing demand in the oral work for trained teachers, and the entirely inadequate supply of such teachers at the present time, would seem to require that some provision be made to enlarge the number of persons entering upon the work and for giving them the special training indispensable for its successful prosecution. Some of our schools train their own teachers—usually from necessity, being unable to secure trained teachers in any other way. Other schools go farther and maintain regular training or normal classes, to meet outside demands. These supply a certain number and give in most cases the best of training. Still the supply of teachers is insufficient. The growth of the work from year to year alone may account for the excessive demand. But other causes operate, for sickness and death deplete the ranks—too often taking from the best of the workers; many of the best enter the marriage relation; and not a few—incompetents—drop out of their own weight. And they all count, for their places must be filled. The question forces itself,—what can be done, or rather, what more can be done than is now being done to give needed training and to shape the inflowing new material to do the required work ?

We well know present training classes are overcrowded, and those in charge of them are overworked—doing in most cases all they can do, or all they may fairly be asked to do, to supply teachers for work in other schools. More training classes could be established, and will be no doubt, but there is no assurance on this point, and too often when classes are started the undertaking is a spasmodic one and too short-lived to be of great help. Besides, normal work to be of value must be permanent and continuous, to the end that it may benefit by its own

natural growth and development. It may indeed be hoped that training classes of the permanent order shall multiply, as time goes on, and that thus our problem may reach solution. In the meantime the problem is with us in all its involved and perplexing conditions. One phase of it, not often spoken of, is the large number of teachers with more or less experience in the work, but untrained—or at best self-trained or half-trained—and with no familiarity with, or knowledge of, the best methods of instruction as employed in our best schools. There should be provision for giving training to this class of teachers who, with their already possessed experience, would take training with greatest readiness and profit, and who would no doubt in large numbers avail themselves of any provision to give them training that might be made.

The coming north during the summer vacation of a number of the teachers of the Texas school to take training, several with Miss Brown of the Scranton school, and one with Miss Yale and Miss Gawith of the Northampton school, suggests that summer training classes, established as a regular and permanent feature of the training work, would, in some measure at least, meet the present pressing demands. At great cost to themselves of strength, time, and money, these southern teachers, conscious of a personal need that could be met in no other way, took the long journey from Texas to Pennsylvania and New England, and gave a month of continuous study to the better fitting of themselves for their work; and we are told they felt and feel amply repaid in the benefits received for all the cost. What these teachers did, it is reasonable to assume other teachers similarly situated would do, and do gladly, if opportunity offered. Then why not summer schools for the teachers in the work and coming into it, who have need of training and who have no other time or opportunity to secure it?

Without taking space to urge or argue further upon the question of the need and the practicability of summer training, which we can assume to be admitted by all, we may turn to other questions that naturally arise: Where can this summer training be furnished? Who are able and willing to devote the time

and strength to the work of instruction? What shall be the length of the course? What shall be the scale of charges for board, tuition, etc.? These questions can of course be answered conclusively only by a few persons—those in a position to measure the work, and who have the facilities for undertaking it and carrying it on. Our own thought is, that summer training would be best given at a school—or at schools—where regular normal work is done through the year; that the teachers in these schools accustomed to normal work conduct the summer training work; that the term be not shorter than a month; that the charges for board be at rates well covering cost, and for tuition, a sum sufficient to pay all expenses including a reasonable compensation to instructors.

But whatever the plan, and whatever its details, it will have to be a voluntary undertaking, entered into by persons appreciating the demands and needs of the times and willing to do this much—this much more than they are already doing—to advance the work of the education of the deaf throughout the country. May there not be something done toward the establishment of regular and permanent summer training—the work to begin the coming summer?

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#### **A New Departure in Indiana**

The broadly conservative yet progressive course of the Indiana Institution in recent years, gives to any action that it may take as regards the educational policies and practices of the school, especial interest and significance. The motto of the school—"Any method for good results: all methods, and wedded to none"—is indicative of the spirit of conservatism, and of tolerance regarding methods, actuating its management; it is also an assurance that any change or movement contemplated will be well considered before it is made, and that it will then be entered upon only as it may be plainly seen that by the change the work of the school will be advanced. The school has been in all its history until now a sign-school—and we do not mean to use the expression in any offensive sense, but with the meaning that the

school, as a school, has believed in signs and used them whenever and wherever it was thought they could be helpful in the work of instruction. But the beginning of the year brings a new departure in this respect, a change that is as radical as it is far-reaching, involving as it does the entire disuse of signs hereafter in the oral department of the school. The announcement of this change of school policy was made by Superintendent Johnson upon the opening day of the present term. The following taken from the columns of the *Silent Hoosier*, gives this with other important announcements relating to the oral work of the school and the manner of conducting it during the present year:

In the chapel the superintendent in an address touching upon many topics, announced the policy of the school in regard to signs in the oral department. He said that signs are to be used to no extent whatever in class-room work. Heretofore signs have been used "in limited degree," but it has been found that no exact limit can be placed upon their use, so it has been decided to abolish them. Mr. Archer who has been connected with the Institution for eight years, has been appointed principal of the oral department. He will supervise the work of the teachers in his department, and pass from room to room with suggestions that will increase the efficiency of the oral department. He will also have charge of the fifth oral grade.

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According to information at hand from Assistant Director of the Census Fred. H. Wines, **The Census Returns** the cost of transcript for furnishing information of deaf children within given county or state areas has been fixed at the rate of three cents per name. In applying for names it is necessary only to state the county or counties to be covered, or an entire state, and the limits of age to be observed, to secure all the data that the census has collected.

In this connection it may be stated that Dr. Alexander Graham Bell has been appointed by the Census Office Expert Special Agent in charge of the statistics relating to the deaf and the blind. At the present time the office, under the direction of Dr. Bell, is sending out circulars of inquiry to all persons returned by the enumerators as deaf or blind, these circulars containing questions relating to important facts and details not covered in the original inquiry.

**The Next  
Convention**

Arrangements are making for the next Convention of American Instructors of the Deaf to be held the coming summer. No official announcements have been made as yet, but a visit by President Gallaudet and Vice-President Mathison to Buffalo recently to look over the situation there, would indicate the probability that the Convention will be called to meet at that place. As the Pan-American Exposition is to be held at Buffalo during the summer, reduced railroad rates would readily be obtained by all attending the Convention, and this is no doubt a consideration of sufficient weight to determine the choice of the meeting place in favor of Buffalo. The exposition itself will be an attraction to teachers, and there will no doubt be a large attendance at the Convention.

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**THE CHEFOO, CHINA, SCHOOL.**

We are in receipt of a copy of the Deaf School News, published at the Chefoo, China, School, and dated September, 1900. It will be a gratification to know that Chefoo has been at all times during the recent troubles entirely within the zone of safety, and the school has gone on with no interruptions except those occasioned by an epidemic of fever in the spring of the year. The school was on account of the epidemic closed in June, and most of the pupils were sent home; but it opened again the 3rd of September. The present situation may be judged from the following paragraph from the paper:

The disturbed condition of the country of course affects our work. Some of the pupils do not dare to return, but we have six here and are better off than hundreds of missionaries whose work is entirely swept away. We cannot expect many new pupils until peace is restored, but we can go on with this little class developing methods, preparing material and getting ready for wider opportunities that are sure to come. The running expenses of the school will be much the same as when we had the larger number. In some respects they will be greater, for in war times we have war prices. We would specially thank those who have helped us, and ask them not to relax their efforts during the coming months. The "open door" may come again sooner than we expect, and be opened wider than before. We must be ready to enter in. With foreign influence again in the ascendant, tens, perhaps hundreds of the deaf of China will seek the benefits this school can give them. Shall we be able to receive them?

## OBITUARIES.

Information is received of the death during the summer of Miss Mary G. Grant, a valued teacher of the Halifax, Nova Scotia, school, and in October, of Mr. John E. Hudson, of Boston, President of the Bell telephone company. Miss Grant and Mr. Hudson were members of the Association and we hope to present sketches of their lives in a future issue.

Death has also taken from our membership, and from the ranks of the profession, Mr. Walter S. Bessant, the efficient and honored headmaster of the Royal School for the Deaf at Old Trafford, Manchester, England. An extended sketch of Mr. Bessant, with an account of his life work, is reserved for a future number.

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It is announced that regular normal classes for training teachers in the oral work have been established in the Ohio School and the Detroit Day-School.

Our attention has been called to an illustrated article in the Strand Magazine, on "How the Dumb Speak," by Edwin Francis Edgett. The article is not happily named, as it relates entirely to the deaf-blind children now under instruction in the Perkins Institution—Edith Thomas, Elizabeth Robin, and Tommy Stringer. Nevertheless, the article is well written and gives, from a layman stand-point, a pleasing picture of these doubly afflicted yet intelligent and happy children in their daily school life and work.

We have at hand a reprint of a paper read by President Bell before the American Antiquarian Society, Boston, Mass., April 25, 1900, on the subject, "A Philanthropist of the last century identified as a Boston man." The paper relates to the philanthropist Francis Green, and to his work in behalf of the education of the deaf, and is in its substance the matter that has appeared in different form in the pages of the REVIEW under the title of "Historical Notes." The article is published in full in the Proceedings of the American Antiquarian Society, Vol. XIII, No 3, Worcester, Mass.

By the continued generosity of the Volta Bureau, new members joining the Association have been placed upon the same footing as the old as to receiving the Helen Keller Souvenir volume recently issued by the Bureau. We have had notice, however, that this courtesy can be continued only to the end of the present year. We would then urge that persons intending

to apply for membership in the Association, should send in their names at once in order that we may have sent to them this souvenir volume.

Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary has a list of teachers and also one of Superintendents, belonging to the above classes, for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments. For reasons too obvious to state, the General Secretary requests teachers whose names are on the list to notify him at once upon their securing positions. And the same request is made of Superintendents—to give immediate information when the vacancies on their teaching staff have been filled.

WANTED:—An experienced private oral instructor. Address, S. M., P. O. Box 2223, New York City.

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### NEW MEMBERS.

The following persons have been elected to membership in the American Association to Promote the Teaching of Speech to the Deaf. The list includes those who have joined the Association since September 26, to and including November 29, 1900:

Margaret Sullivan, Day School for the Deaf, Grand Rapids, Mich.  
Mary B. MacIntyre, School for Deaf Children, Bala, Philadelphia.  
E. R. Johnstone, New Jersey Training School, Vineland, N. J.  
Mrs. E. R. Munro, 3719 Boquet St., Pittsburg, Pa.  
Aug. F. Mueller, 800 Van Buren St., Milwaukee, Wis.  
Endora Montgomery, 4319 Drexel Ave., Chicago, Illinois.  
Barbara Leu, Normal Hall, Normal Park, Englewood, Illinois.  
Emma Knox, Normal Hall, Normal Park, Englewood, Illinois.  
Mrs. L. H. Belser, Forrest City, Arkansas.  
L. E. Milligan, School for the Deaf, Cave Spring, Georgia.  
Susan M. Beaman, 9772 Howard St., Chicago, Illinois.  
Flora St. Clair, 66th St. and Yale Ave., Englewood, Illinois.  
Alice Schilling, 66th St. and Yale Ave., Englewood, Illinois.  
C. W. Taylor, School for the Deaf, Jacksonville, Illinois.  
Maud E. Jones, Cranmer Lodge, Camberley, Surrey, England.  
Catherine Ashelby, 230 Warren Ave., Chicago, Illinois.  
Rhea Friedman, 6550 Yale Ave., Englewood, Illinois.  
Mary A. Simpson, 26 S. 34th St., Philadelphia, Pa.



# NAMES AND ADDRESSES OF MEMBERS OF THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

DECEMBER, 1900.

\*Deceased Members. †Original Promoters. ‡Honorary Members.  
§Subscribing Members. ||Life Members.

- ACKERS, B. ST. JOHN, Huntley Manor, Gloucester, England.  
Adams, Ida H., Horace Mann School for the Deaf, Boston, Mass.  
Adams, Mabel E., Horace Mann School for the Deaf, Boston, Mass.  
Addison, W. H., School for the Deaf, Langside, Glasgow, Scotland.  
Aitchison, Robert, Mt. Pullaski, Illinois.  
Allen, Anna C.\*  
Allen, Dr. Harrison.\*  
Allen, Thos. J., School for the Deaf, Flint, Michigan.  
Amberg, Dr. E., 32 Adams Ave. West, Detroit, Michigan.  
Anagnos, Dr. M., Perkins Institute for the Blind, S. Boston, Mass.  
Andrews, E. R., 455 Exchange St., Rochester, New York.  
Andrews, Harriet E., School for the Deaf, Rochester, New York.  
Angell, Catharine A., School for the Deaf, Rochester, N. Y.  
Archer, T. V., School for the Deaf, Indianapolis, Indiana.  
Argo, W. K., School for the Deaf, Colorado Springs, Colorado.  
Armstrong, J. V., School for the Blind, Nashville, Tenn.  
Ashcroft, J. I.\*  
Ashcroft, Mrs. Harriet E.†, Mackay Inst. for the Deaf, Montreal, Can.  
Ashelby, Catherine, 230 Warren Ave., Chicago, Ill.  
Atkinson, Miss M. E., 65 Lincoln St., New Britain, Conn.  
Atwood, Lois E., School for the Deaf, Talladega, Alabama.  
Austin, Mrs. Emma B., 6008 Germantown Ave., Germantown, Pa.  
  
BABB, EMILY A., Clarke School, Northampton, Mass.  
Baily, Jos. J., School for the Deaf, Mt. Airy, Philadelphia, Pa.  
Baker, Abby T., Clarke School, Northampton, Mass.  
Balis, James C., School for the Deaf, Belleville, Canada.  
Ballachey, C. M., 192 Brant Ave., Brantford, Ontario.  
Ballou, Lillian I., School for the Deaf, Scranton Pa.  
Banerji, B. J. N.‡, 4 College Square. Calcutta, India.

- Barker, Frances, School for the Deaf, Edgewood Park, Pa.  
 Barry, Katharine E., School for the Deaf, Cleveland, Ohio.  
 Barry, William R.\*  
 Bartlett, A. C., 2720 Prairie Ave., Chicago, Illinois.  
 Bartlett, E. R., Memphis, Missouri.  
 Barton, Ellen L.†\*  
 Bateman, Julia R., School for the Deaf, Halifax, Nova Scotia.  
 Beale, Millie M., School for the Deaf, Mt. Airy, Philadelphia, Pa.  
 Beaman, Susan M., 9772 Howard St., Chicago, Ill.  
 Beatty, Mary M., School for the Deaf, Mt. Airy, Philadelphia, Pa.  
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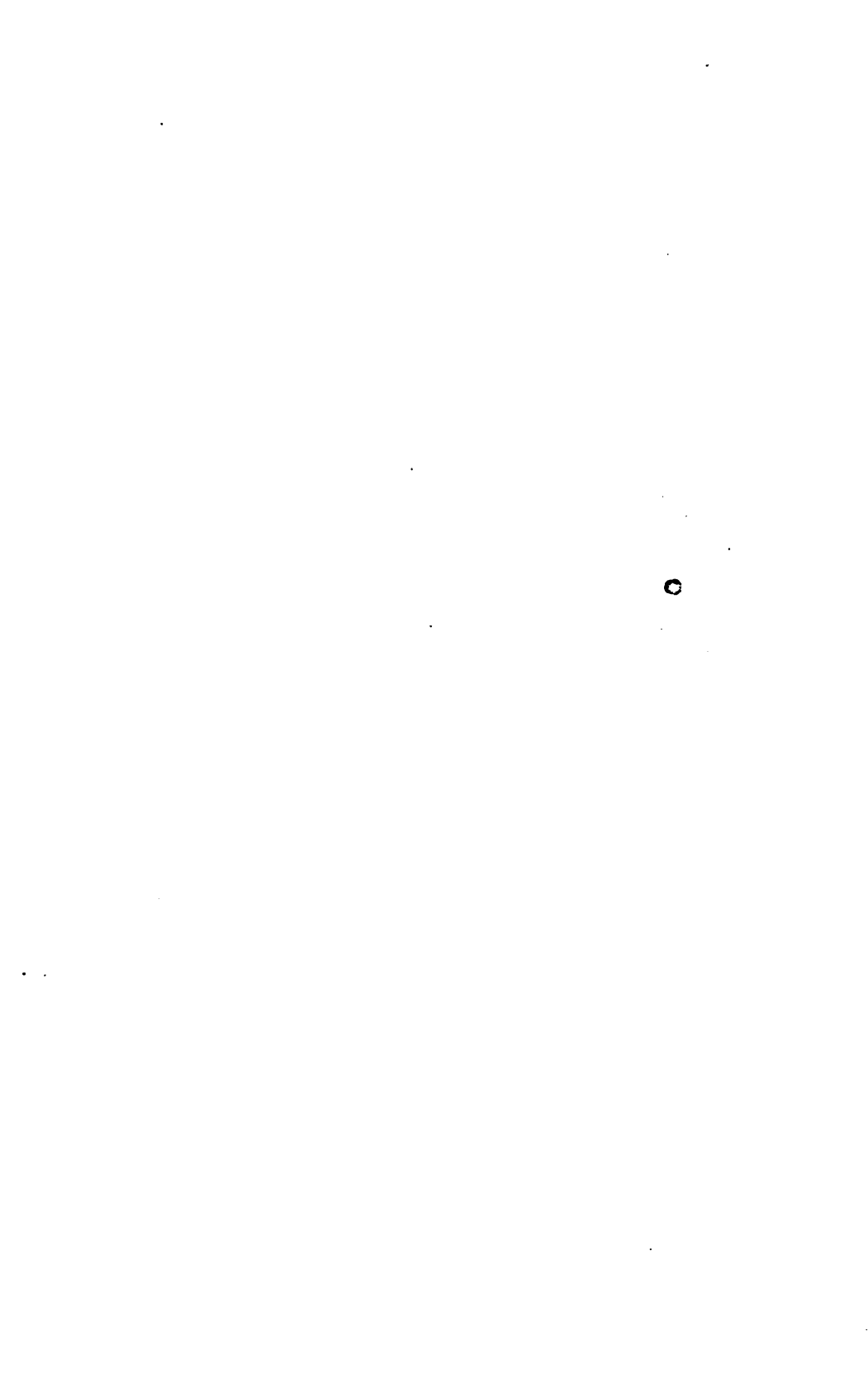
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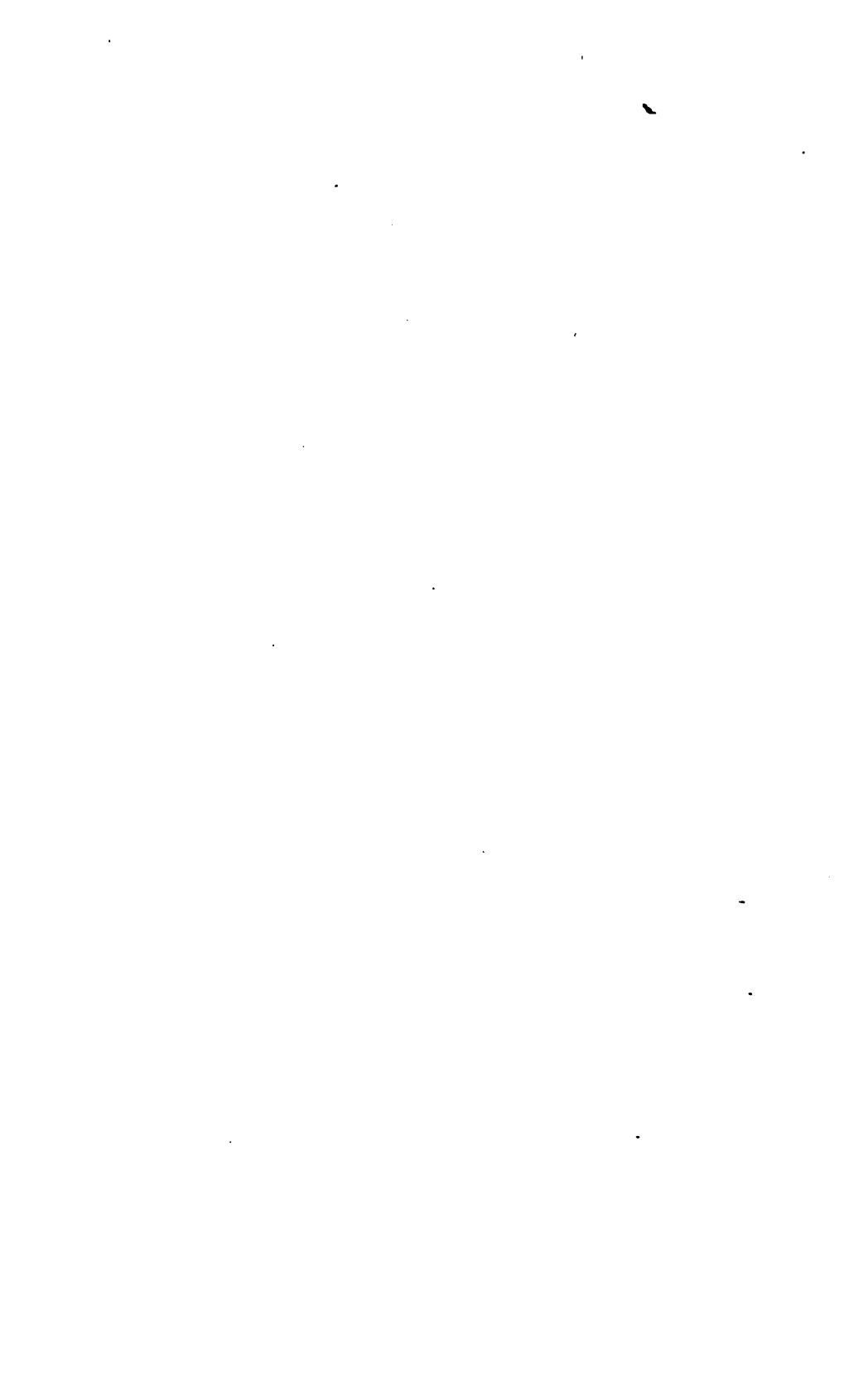
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